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IDENTIFIERS New York State, White Plains Adult Education Center

ABSTRACT

Intended primarily for new staff members, this manual includes most procedures, rules, benefits applicable to the entire White Plains, New York, school system or unique to the Adult Education Center. It covers such matters as enrollment trends within the overall adult basic education (ABE) program, the ABE program organization chart, personnel benefits, supplies and facilities, schedules, class management, job descriptions, and policy statements. A topic index is furnished. (LY)

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## STAFF HANDBOOK

Adult Basic Education

Initial Printing - November 1970

The White Plains Public Schools  
The White Plains Adult Education Center  
Adult Basic Education  
220 Fisher Avenue  
White Plains, New York 10606

ED0 44617

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WHITE PLAINS ADULT EDUCATION  
ADULT BASIC EDUCATION  
ROCHAMBEAU SCHOOL  
WHITE PLAINS, N.Y.

ADULT BASIC EDUCATION

STAFF - HANDBOOK

INTRODUCTION

This handbook, although primarily beneficial to new staff members, should be of help and guidance for the total staff. It includes most procedures, rules, and benefits that are universal in the school system or unique to Adult Education. It will be revised as revisions are needed and are issued.

A. Substitutes.....

In order to facilitate the smooth running of the classroom see p. 37-40, 44-46

B. Operating Teacher Staff.....

This book should serve as a reference source for new and old information

C. Clerical Staff.....

For additional information, see p. 100, 126

ADULT BASIC EDUCATION  
WHITE PLAINS

Board of Education

1. Thomas D. Nast, Pres.
2. John F. Shanklin, Vice Pres.
3. Mrs. Walter Arnold
4. Samuel L. Parham, Jr.
5. John Gillegpie

Superintendent of Schools

Dr. Arthur Antin

Director Adult Education

Mr. Sterling Goplerud

Assistant Director - Adult - Adult Basic Education

Mr. Elliot Lethbridge

Continuous Revision  
of  
Handbook

1. Additions.....

Future additions shall be typed and distributed to you for placement into your handbooks. As an addition to an existing policy, the new sheet shall be placed beneath the existing policy and posted alphabetically.

Example: An additional teachers' organization has been recommended for listing. It is to be placed in area designated "Professional Organizations" on page 10. The new addition shall be numbered page 10A and to follow in numerical order.

2. Revisions.....

Revised policies shall take precedent over former existing policies. The outdated policy statement shall be discarded and replaced by the revised policy. The revised policy shall be identified by the same page number, job number, etc.

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WHITE PLAINS ADULT EDUCATION CENTER  
ADULT BASIC EDUCATION

September 2, 1970

1. To all members of the ABE Staff.

The combined efforts of many people have contributed to the outstanding educational program that now exists. It is a result of six years of efforts to evolve a high intensity instructional program for adult illiterates. The State and Federal Bureaus which analyze the quality of all programs have with increasing frequency indicated that they are quite pleased with the results of this program. Their satisfaction has been demonstrated by the continuous increase in funds which we have been receiving over the past 6 years.

The six year record is impressive when the totals are inspected. Total enrolled students 4,335 with a 16% drop-out record. The average reading gain for 10 weeks of instruction is 7 months, and the averaged arithmetic gain for the same period is 3 months. The number of adults who achieved goals for which they were not educationally qualified for when they first enrolled is impressive as listed below.

A. Earned 6th grade equivalency .....	250
B. Earned 8th grade equivalency .....	353
C. Enrolled High School Classes .....	100
D. Graduated from Vocational Program.....	93
E. Eligible to enroll in IDT Program .....	44
F. Enrolled in Private Vocational Program.....	29
G. Employed as a direct result of upgrading.....	87

956

The ABE Program has grown from two day classes and five evening classes in 1964; to twenty-three day classes and fourteen evening classes at the present time. The current student enrollment is 537. The program operates day classes 5 days per week and evening classes three evenings per week year round. As contrasted to the Public Day school program with 133 school day per year; the ABE Program operates 238 school days.

2. I know that the Director of Adult Education joins me in heartily commending the efforts of all who have enabled so many adults attain the goals for which they have strived so diligently.

Elliot Lethbridge

Assistant Director of  
Adult Education for  
Adult Basic Education.

WHITE PLAINS ADULT EDUCATION CENTER  
ADULT BASIC EDUCATION

August 14, 1970

It is a result of six years of efforts to evolve a high integrity instructional program for adult illiterates. The State and Federal Bureaus which analyze the quality of all programs have with increasing frequency indicated that they are quite pleased with the results of this program. Their satisfaction has been demonstrated by the continuous increase in funds which we have been receiving over the past 6 years.

The six year record is impressive when the totals are inspected. Total enrolled students 4,885 with a 16% drop-out record. The average reading gain for 10 weeks of instruction is 7 months, and the averaged arithmetic gain for the same period is 8 months. The number of adults who achieved goals for which they were not educationally qualified for when they first enrolled is impressive as listed below.

A. Earned 6th grade equivalency.....	250
B. Earned 8th grade equivalency.....	353
C. Enrolled High School Classes.....	100
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E. Eligible to enroll in MDT Program.....	44
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G. Employed as a direct result of upgrading ....	87

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OVERVIEW  
OF  
ADULT BASIC EDUCATION

Why A.B.E.?

The struggle against illiteracy is as old as civilization's beginning. Today, the wealthiest country in history, and the most advanced technologically finds itself involved in a massive attack on adult illiteracy. As a nation, we have been moved by the sudden awareness that 25 million of our adult citizens are functionally illiterate - unable to read or write above the eighth grade level. American thinking has been reshaped into a growing concern about the widespread existence of poverty in the midst of our affluent society. Increasingly, our focus is upon the costly social ills which poverty breeds. We are recognizing that poverty, ignorance, and lack of economic independence constitute the greatest threats to the continued growth and strength of the nation. The clear relationship between poverty, welfare costs, unemployment, and low educational attainment could no longer be ignored.

A quantitative aspect of illiteracy as it relates to our own community served to underscore the magnitude of the dilemma. The United States Census of Population for 1960 cited that in Westchester County there were 46,957 individuals twenty-five years of age and over, who had completed six years or less of formal education. Listed for the City of White Plains were 3,216 adults in the same category. It was clear that no community could afford this sheer waste of human potential.

There is a positive relationship between illiteracy and low income. With certain exceptions, this is true of the 320 students currently in the Adult Basic Education Program. Of these students, approximately 126 are

recipients of public welfare. Many students have had unsatisfactory experiences in dealing with social institutions. The schools they attended as children were in large measure inadequate. The long lines they join to get medical and dental care, or to obtain surplus food have served to reinforce their own frustration and sense of inadequacy. Long-range planning is outside of their experience as they tend to live from day-to-day. The daily living requirements are the problems of survival in an environment where housing, neighborhood atmosphere and safety are less than these adults would wish for themselves and their families. The very real force of illiteracy thrusts them into a seldom broken cycle of grinding poverty.

Because of his social economic deprivation, the disadvantaged adult has been rejected from the main stream of American life. For decades he has not contributed to the community because he believed he could not, and worse, because he was not asked to. With a real sense of finality, he foresees no way out of a setting where there is little hope. His self-confidence destroyed, frustration and sullen anger govern the adult who sees himself in the mirror of society as a rejected non-contributing individual.

As there is a relationship to illiteracy and low socio-economic status, there is a similar relationship between the elimination of illiteracy and entrance into the affluent society. Enrollment in an Adult Basic Education Class constitutes a giant first step toward the restoration of the under achieving adult's own image of himself. As he attends class with other adults who read as inefficiently as himself, he will slowly perceive that this experience is an opportunity to rejoin society. This step can contribute toward his own confidence as

he finds himself acquiring the skills in reading that he has long felt he would die without attaining. Successful experiences are built into the Adult Basic Education program as demonstrated by the over 2,600 adults who have participated during the past five years.

When - A. B. E?

Ernest B. White, the late Director of the White Plains Adult Education Program, took the first steps. He sought and received the approval of the Superintendent of Schools and the support of the Board of Education to explore sources of available funds. The State Education Department through its office of Basic Continuing Education provided guidance on available procedures for funding and operating an educational program for adult illiterates. The Adult Education Program created a close working relationship with the local office of the Westchester County Department of Family and Child Welfare. This department identified, counseled and referred under-educated welfare clients to the Adult Education Guidance Staff. On July 6, 1964, a pilot eight-week educational project was started with four day classes for under-educated adults. On the basis of demonstrated attendance and the gain in reading rate and arithmetic skills measured on achievement tests, it was concluded that Basic Education for Adults was both feasible and of value.

As the number of classes increased, the growing need for supervision of this phase of the Adult Education Program was met by the appointment of Elliot Lethbridge as Assistant Director for Adult Basic Education effective July, 1965. The program has expanded its educational service to its present level of nineteen classes for Adult Basic Education. They consist of sixteen day classes, two Learning Laboratories, and seven evening classes which meet at the Adult Education Center, and three evening classes at the Westchester County Penitentiary. One class in High School Equivalency preparation is operated evenings as a special Pilot Project at the Penitentiary.



### How - A.B.E?

With the premise that education was the obvious answer to illiteracy, it was concluded that the intensity and scope of the solution would require large expenditures in time, talent and money. This conclusion precipitated discussions and planning among the educational and community leaders. An awareness grew that the full resources of government at all levels - local, state and federal - would have to be mastered in order to initiate and support an effective attack upon adult illiteracy.

Early in 1964 the Congress of the United States Legislated a massive attack on poverty. Funds to expand Adult Basic Education Programs were made available to local communities under the Economic Opportunity Act Title II-B. Application were filed to secure funds which would pay the total cost of all the expenses required to operate day and evening classes at the White Plains Adult Education Center.

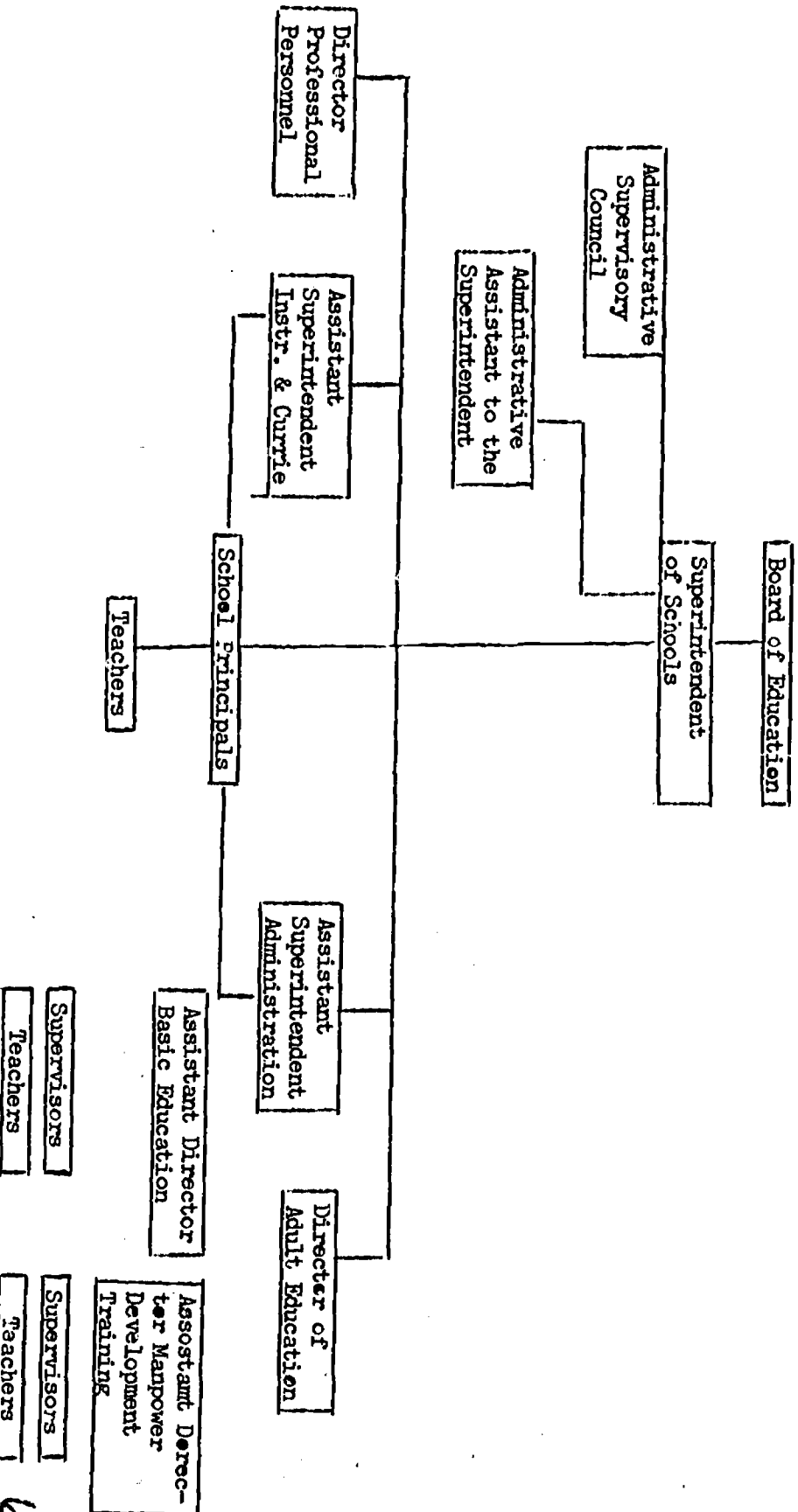
### Present - A.B.E.

In the past five years this program has issued 448 sixth grade certificates and 217 eighth grade certificates. Of these graduates, 87 have qualified for job training in MDT, and 84 others have recieved their High School Diploma.

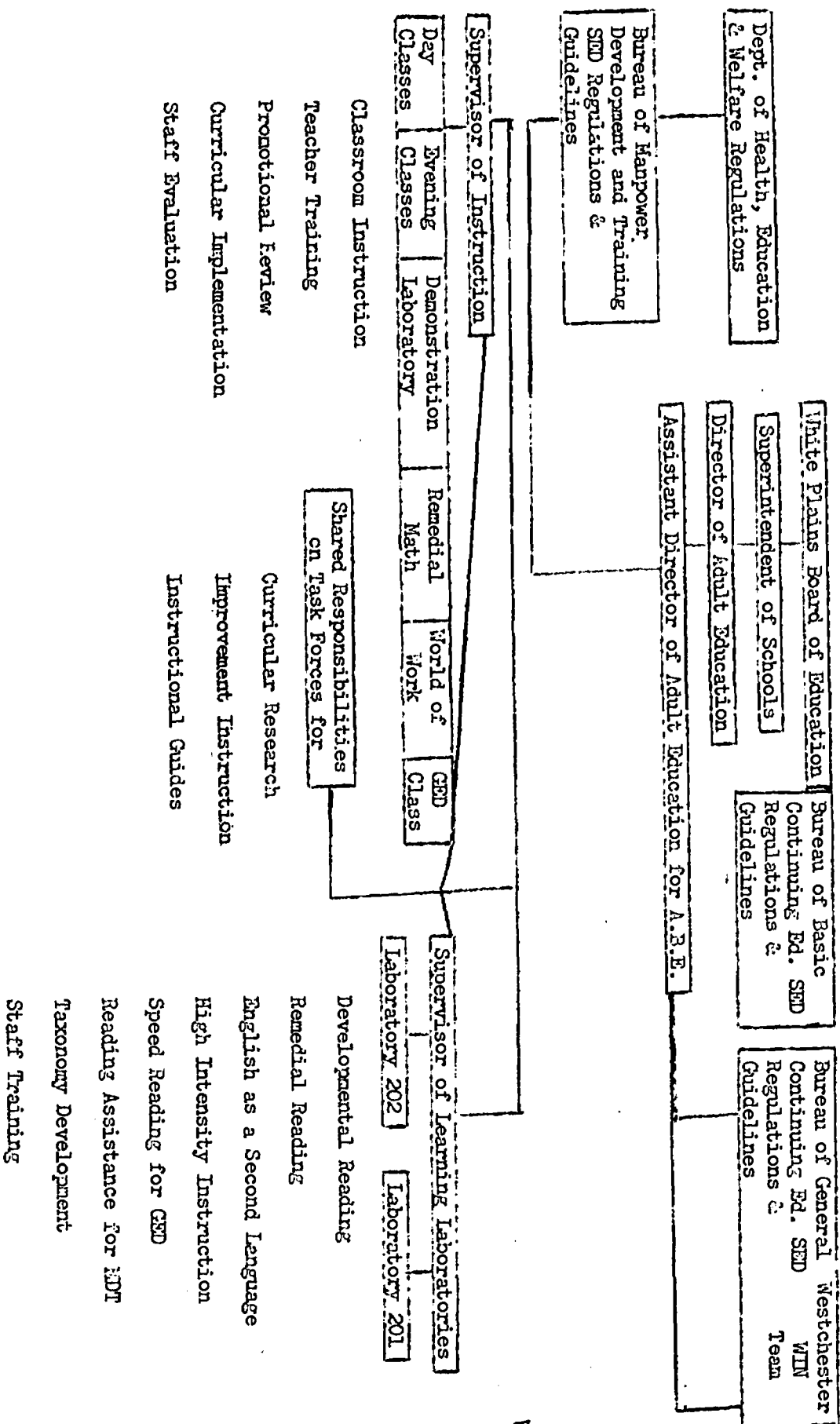
Test results show that day students who attend class twenty hours of instruction each week progress in reading at the rate of 5.1 per two hundred hours of instruction in  $8\frac{1}{2}$  weeks. Test results for evening classes, meeting nine hours per week for two hundred hours or 18 weeks show average student gain in reading of  $4\frac{1}{2}$  months. This gain is meaningful when compared to the one year that the average sixth grade student in a day schools progress during approximately three hundred hours of reading instruction per year, the adult in this setting learns at a rate about two and a half times as fast.

WHITE PLAINS ADULT EDUCATION CENTER  
ADULT BASIC EDUCATION

PROFESSIONAL STAFF ORGANIZATION  
LINE RELATIONSHIP



# ORGANIZATIONAL CHART - A. B. E. INSTRUCTION FOR ROCKHARBOR



\* - Guidance services function in support of instruction as needed.

LINE  
ORGANIZATION OF WHITE PLAINS  
ADULT BASIC EDUCATION  
PROGRAM

1. Board of Education.

The Board of Education acts as a legislative body in the determination of general policies for the control, Cooperation, and maintenance of the public schools. The execution of these policies is the responsibility of the Superintendent of Schools. Complete and final control, within the limits of New York State Laws, of all matters pertaining to the public educational system of the City of White Plains is vested in the Board of Education.

2. Superintendent of Schools.

The Superintendent of Schools is the chief advisory and executive officer of the Board of Education. He exercises general supervision over all the public schools of the City and over all personnel of the school system.

3. Director of Adult Education.

The Director of Adult Education is responsible for the Administration and supervision of the Adult Education School.

4. Assistant Director-Adult Basic Education.

The Assistant Director - Adult Basic Education exercises administrative and supervisory functions within the basic education school. He is responsible for the control and for all records and reports of the school.

5. Supervisory Staff.

The Supervisory Staff - Adult Basic Education is responsible for direct supervision of staff in their area of specialization.

6. Teachers.

Teachers serve under the overall authority of the Superintendent, Director and the direct supervision of the Assistant Director of Adult Education. Specific assignments are determined by the Assistant Director. All teachers and resource personnel are subject to the authority of the Assistant Director - Adult Basic Education.

7. Secretarial Employees.

Secretarial and clerical personnel are responsible to the particular staff member to who they are assigned.

## PROFESSIONAL ORGANIZATIONS

### 1. White Plains Teacher's Association.

The object of the White Plains Teacher's Association is to cooperate with other educational organizations, to promote educational opportunity for the pupils in the White Plains Public Schools, and to promote the educational and general welfare of the teachers of White Plains.

### 2. Westchester County Teacher's Association.

The object of this Association is to afford the members of the teaching profession in Westchester County an opportunity of expressing a united voice in County and state politics and a concerted effort in improving salaries and fringe benefits. Its office is at 11 Court Street, White Plains.

### 3. The New York State Teacher's Association.

The New York State Teacher's Association develops and maintains a professional outlook and is concerned about the financial support for the schools in New York.

### 4. National Education Association.

The National Education Association represents educators in all 50 states, territories, and government installations. A major responsibility is working with legislators on a federal level in support of education on a national level. In addition to its aggressive political role, major benefits are available to its members.

## STAFF BENEFITS

### 1. The White Plains Teacher's Federal Credit Union.

A. Membership: Membership will be limited to A.B.E teachers and office workers employed by the Board of Education in White Plains, members of their immediate families, and any organization of such persons.

B. Shares: A minimum of \$5.00 for the first share plus a .25 entrance fee is necessary to become a member. Single accounts may reach \$10,000.00 while joint accounts may reach a maximum of \$20,000.00.

C. Dividends: Are paid on shares on deposit as of December 31 of any year. Money deposited by the fifth day of any month earns interest for the entire month and 5½% dividend has been paid for each of the last three years. The treasurer is bonded. The books are audited quarterly by the supervisory committee and examined annually by a Federal Examiner.

D. Loans: The rate of interest on loans is 3/4 of 1% per month on the unpaid balance. The rate is 1% per month on the unpaid balance for other types of loans. At no expense to the borrower, death to age 70 and disability to age 60 insurance covering the amount of the outstanding loan is in force on all loans.

E. Loan Applications: The Credit Committee acts on all loan applications Up to \$750.00 may be borrowed on a personal signature. Over \$750.00 requires a co-signer unless the money is to be used to purchase a car. Average car loan is now \$3500.00. Since 1938 more than \$3,000,000.00 has loaned without a single cent lost.

F. Payroll Deduction: Is available for anyone who wishes to either repay a loan or start systematic savings.

### 2. Life Insurance.

A \$500.00 "term" life insurance has been created automatically through membership in the White Plains Teacher's Association.

## STAFF BENEFITS con't.

### 3. Legal Fund.

The White Plains Teacher's Association has created a fund to reimburse a member in good standing for legal expenses incurred in the performance of his duty or legal counsel necessary for group action.

### 4. Social Security.

Every staff member should obtain complete information about retirement regulations so that he is certain of receiving maximum benefits.

### 5. Medical Insurance.

There are three medical insurance plans that are offered: Extended Blue Cross and Blue Shield, G.H.I., or H.I.P.. In addition, each plan offers a major medical policy. Information regarding individual plan benefits and fees may be obtained from a descriptive bulletin available for each employee.

### 6. Retirement Benefits.

Retirement membership card may be secured from the secretary. Contributions are made entirely by the Board of Education. Membership in Social Security is necessary.



**"ABRIDGED"**  
**CONTRACT AGREEMENT**  
**Between The**  
**White Plains Board of Education**  
**and the**  
**White Plains Teachers' Association**

**Article I**

**Recognition**

The White Plains Teachers' Association (hereinafter called the "Association") is recognized as the exclusive negotiating representative of all classroom teachers, trade teachers and guidance personnel who are employed in the adult education program of the City School District of the City of White Plains (hereinafter called the "District"). All such persons are referred to as "adult education staff" in this agreement.

**Article III**  
**Grievance Procedure**

**A. Definitions**

1. A "grievance" is a claimed violation, misinterpretation or misapplication of an expressed provision of this Agreement.
2. An "aggrieved person" is the person or persons making the claim.
3. "Teacher" as used in this Article shall also refer to adult education staff.

**B. Purpose**

1. When a complaint exists, the person or persons involved will take informal action to resolve the issue before instituting level one of the grievance procedure.
2. The individual teacher has the right to discuss the grievance with his immediate supervisor and having the grievance adjusted without intervention of the Association. However, in any case where the aggrieved person raises the grievance with someone other than his immediate supervisor or where the issue raised by the grievance affects a group or class of teachers, the aggrieved party shall notify the Association of the grievance and the Association shall be given the opportunity to be present at such adjustment and to state its views.
3. Nothing herein contained shall be construed as depriving a teacher of his rights under section 683 of the General Municipal Law.

**C. Procedure - Time Limits**

1. Grievances should be processed as rapidly as possible. Time limits

specified may, however, be extended by mutual agreement.

2. Parties may reduce time limits so that grievance may be exhausted prior to the end of the school year.
3. A grievance will be deemed to have been waived unless presented within forty-five (45) school days after the event or events on which the grievance is based are known or should reasonably have been known by the aggrieved person.
4. The filing or pendency of any grievance under the provisions of this article shall in no way operate to impede, delay, or interfere with the right of the Board to take the action complained of, subject to the final decision of the grievance.

D. Procedure - Stages

1. Level One

- (a) If the complaint is not resolved informally prior to Level One procedure, the aggrieved person may file a written grievance with his immediate superior on a form available in school.
- (b) Within five (5) school days after the presentation of the written grievance, the immediate superior, or such person as designated by him, will meet with the aggrieved person in an effort to resolve the grievance. The "aggrieved" shall be present and may be represented by an Association Liaison Representative or some other person as provided in Section E2 of this Article. A decision shall be rendered on the grievance within five (5) school days after such meeting.

2. Level Two

- (a) If the aggrieved is not satisfied with the disposition of his grievance at Level One, or if a decision has not been rendered within five (5) school days after the meeting at Level One, he may file the grievance in working with the Superintendent of Schools, with a copy to the President of the Association or his designee, within five (5) school days after the decision at Level One, or fifteen (15) school days after the written grievance was presented, whichever is sooner.
- (b) Within five (5) school days after receipt of the written grievance by the Superintendent, he or his designee will meet with the aggrieved person in an effort to resolve it. A decision shall be rendered within ten (10) school days after he first meets on the grievance.

3. Level Three

- (a) If aggrieved is displeased with the disposition, or no decision has been rendered within ten (10) days following meeting with the Superintendent or his designee, he may file a written grievance with the President of the Association with a copy to the Superintendent within five (5) school days after Superintendent's decision or fifteen (15) days after first met with the Superintendent, whichever is sooner.
- (b) Within five (5) school days after receiving the written grievance, the Association may refer it to the Board, with a copy to the Superintendent. Within ten (10) school days, the

Board shall meet with the aggrieved person. The Board shall render its decision within ten (10) days after its first meeting with the grievant.

4. Level Four

- (a) If the aggrieved is not satisfied with the disposition of his grievance at Level Three, or if no decision has been rendered within ten (10) school days after he first met with the Board, he may, within five (5) school days after a decision by the Board, or fifteen (15) school days after he first met with the Board, whichever is sooner, file the grievance with the President of the Association with a copy to the Superintendent of Schools requesting the Association to submit his grievance to arbitration. If the Association determines that the grievance is meritorious, it may request arbitration within ten (10) school days after receipt of request by the aggrieved by notifying the Board and the Superintendent.
- (b) Within ten (10) days of submission to arbitration, the Board and the Association may agree upon a mutually acceptable arbitrator, or, then designate the American Arbitration Association to designate a panel of arbitrators to facilitate the selection of an arbitrator.
- (c) The arbitrator holding closed meetings shall issue a written award not later than thirty (30) days from the close of the hearings. The decision of the arbitrator will be advisory to

the parties.

**E. Rights of Teachers to Representation**

1. No teacher shall suffer reprisals or professional disadvantage by reasons of participating in the process of any grievance.
2. An aggrieved person or persons of his choosing shall be present at all stages of grievance procedure. The Association shall have the right to be present and state its views through all procedures.

#### ARTICLE IV

##### Teacher-Administration Liaison

- A. 1. Association members in the Rochambeau Adult Center shall select a Liaison Representative, who, along with such committee of three (3) to five (5) members as he may select, shall meet with the Administrator at least once every two (2) weeks during the school year to review and discuss local school problems and practices. Meetings may be postponed by mutual consent. (These teachers will be members of this committee for a period of one year, staggered terms. Individuals may be re-elected. ABE policy)

#### ARTICLE XIII

##### Positions in Summer and Evening School

- A. All openings for summer and evening school positions shall be publicized in each school building. Teachers who have applied for such positions shall be notified of the action taken regarding their applications as early as possible.
- B. The following criteria, in order of importance, will be used in the selection of summer and evening school personnel:
1. Teachers in the White Plains School System
  2. Prior experience in summer or evening school
  3. Certification in preference to non-certification
  4. Tenure teachers in preference to non-tenure teachers

#### ARTICLE XIV

##### Teacher Evaluation

C. Teachers will have the right, upon request, to review the contents of their personnel file and to make copies of documents in it. A teacher may have an Association representative accompany him during such review.

#### ARTICLE XXII

##### Protection

- A. Teachers will immediately report all cases of assault to their immediate supervisor, in working.
- B. The Board shall save harmless and protect all teachers from financial loss in accordance with Section 3023 of the Education Law.

#### ARTICLE XXIV

##### Adult Education Staff - Funded Program

- A. This article shall apply only to programs funded by Federal and State Governments, and industries and administered by the White Plains School District. Funded Teachers working evenings will receive pay increase with no fringe benefits on the date of recycle for those budgets.
- B. Effective as to Daytime Funded Staff and as of the start of Manpower Development Training Program number 6:
  - 1. Within State and Federal regulations and politics and Industry Funded Programs every effort will be made to provide continuous employment for



staff whose work is satisfactory within the budget life of the specific programs except where enrollment falls to a point where the program is closed.

2. A file of all Adult Education staff will be prepared and maintained by the Adult Education Administration in order of their dates of employment in their area of specialization, the longest employed placed first. In case of funding out backs in programs, lay-offs will be governed by seniority within the special area whenever practical.

3. Each newly hired Adult Education staff person will be placed on probation for a minimum of 30 months or 2520 hours whichever ever comes first during which time he will receive supervision and training and evaluation of teacher effectiveness. At the satisfactory completion of the probationary period he will be added to the bottom of the seniority list in which he has accumulated the necessary probationary time. This probationary period will be retroactive to September, 1964.

Areas in which seniority can be earned:

ABE — Basic Education, Guidance

MDT — Basic Education, Auto Mechanics, Auto Body,  
PMO, Electronics, Typing, Medical, Foods,  
Personnel Services.

If new areas of specialization are created, they will be added to this list.

4. Staff who are on a seniority list shall not be dismissed except for reduction of work or for cause.

5. Any Adult Education staff not on the seniority list may be dismissed or rehired at the discretion of the Director of Adult Education.

6. A leave of absence of up to one year for maternity or for study at no pay may be taken with no advance in standing on the seniority list.

7. An instructor must complete the contracted time of instruction with his current class before becoming eligible for assignment to another class. Upon completion of the currently assigned class, teachers on the seniority list will be given first priority, to new classes in their area of seniority.

C. Funded Daytime staff will receive six (6) paid holidays - Columbus Day, Veterans Day, Christmas Day, Martin Luther King, Presidents Day and July 4.

D. Funded Daytime Teachers shall be eligible for sick benefits computed as follows: one day sick leave at  $\frac{1}{2}$  pay for each thirty (30) days worked, non-cumulative.

E. Day and Evening Funded Programs shall consider as days of instruction those days the Superintendent closed schools for emergencies, snow days or mourning, etc.. The regular salary for that day will be paid.

F. Funded Daytime staff are expected and shall be on duty for the entire duration of the daily assignment. Personal and educational commitments will be made outside the daily time period. Any derivation from this must be by approval of the Director of Adult Education.

G. Teachers in funded programs will agree to teach for the life of their class. Only leaves approved by the Director of Adult Education will guarantee return to original assignment.

H. Funded Daytime staff will receive one (1) day's leave for personal business each year, non-cumulative, at full pay.

I. Funded Daytime staff will receive \$8.75 per hour when recycled funding occurs.

ARTICLE XXV

ADULT EDUCATION STAFF — TRADITIONAL PROGRAM

- A. 1. Every effort will be made to develop sufficient enrollment to operate listed classes. A minimum of fifteen (15) registrations for all classes except High School credit courses where a minimum of eight (8) will be required to start class sessions.
2. The instructor will be notified in advance of his coming to school if registrations are not sufficient to start the class; otherwise he will be paid for that night.
3. A minimum average attendance of ten (10) students will be required for a class to be continued, except for High School credit courses where a minimum attendance of five (5) will be required. Every effort will be made by administration and teachers to meet these requirements.
- B. 1. Successful teachers in the Adult Education program will be invited to return for each succeeding year to the position held and will be invited to teach new courses. New course positions not filled by Continuing Adult Education teachers will be advertised to White Plains teachers and priority will be given to qualified White Plains teacher candidates.
2. Emergency openings will be filled from the available candidates.
- C. Adult Education classes will be scheduled so that classes will run the planned number of sessions except when a session falls on a holiday.
- D. Substitutes will be selected from existing Adult Education teachers whenever practical.
- E. Instructors will be paid when classes are cancelled due to inclement weather or unscheduled closing by the Superintendent of Schools.
- F. Pay rate for teachers in Traditional Program will be \$8.75 per hour beginning July 1, 1970.

ARTICLE XXXI

Duration

This agreement shall terminate only as to Adult Education staff at the end of any school year in which the Association ceases to be the exclusive negotiative representative of such Adult Education staff.

### TEACHER ABSENCE

Teachers are allowed sick leave (non-accumulative). If you need to be absent for any reason call \_\_\_\_\_ before \_\_\_\_\_ A.M.

Teachers should also call the secretary, WH 8-3440, before 3 P.M. on the day they are out to indicate whether they plan on returning the following day. This enables her to inform the substitutes if her services will be needed again.

### STAFF MEETINGS

Teachers are expected to attend all staff meetings. For this purpose Wednesday afternoon has been expressly set aside. Faculty meetings are called by the director or at the suggestion of his supervisory staff.

### SNOW DAYS

Along with the announcement over the radio stations, there is a telephone fan-out whereby certain staff members are designated to call others to inform them of the late opening or the closing of school because of weather conditions.

City Policy concerning school opening on storm days and staff attendance is as follows:

When general weather conditions make the opening of school at the usual time hazardous the opening will be delayed in accordance with the policy outlined below:

1. When the weather conditions warrant it the Superintendent of Schools will delay the opening of school until 10:00 A.M. This will be announced over stations WFAS and WOR. All personnel are expected to report to work.

2. Teachers and school secretaries are to arrive as soon as possible, but not later than 9:30 A.M.

3. Students are expected to report to school.

4. School custodians are expected to be at school at their regular time or earlier for snow removal duties.

5. School closing will be at the regular time.

If a storm is so bad that the Superintendent of Schools decides to close school entirely this information also will come over WFAS. In this event, teachers and students are not required to go to school. Administrators, supervisors, secretaries and custodial workers are expected to report to their posts as soon as possible to do so. If after making every possible effort they cannot report for work, the following procedure is to be followed:

a. Call the person designated by the administrator and report inability to get to work.

b. Submit in writing to the administrator a detailed explanation of reasons for failure to report to work.

This written explanation will be evaluated to determine whether a deduction of a day's pay, or a deduction from sick leave will be made. Prior to the next payroll period notification will be provided as to whether the deduction will come from salary or sick leave.

### Fire Drill and Air Raid Drill Regulations

Fire Drill and Air Raid Drill Regulations are posted on the door of each classroom. Be sure students are familiar with the procedure the first day of school. Assign one student to lead the class and one student to close the door when everyone has left the classroom.

The signal for a Fire Drill is one long continuous gong. Signal for an Air Raid is 2-2-2-2.

Be sure to take register with you. When there is a fire drill or an air raid drill, instruct the students that they must not talk or run. Explain to students that occasionally the exit used by the class is blocked. If this is true, the leader proceeds to the nearest exit.

State Law requires us to have 12 Fire Drills.

### POLICY REGARDING FIELD TRIPS

The Professional Staff Handbook, 1965 and the Written Codification of the Policies, Rules and Regulations for the Public Schools of White Plains, 1959, both contain the statement: "Approval of principal: Any teacher taking a group of pupils on a field trip off school grounds must secure the approval of the principal in advance. Where this trip requires transportation in any vehicle, written permission of the parent or legal guardian must be obtained in advance."

### LEGAL LIABILITY

The most recent ruling on teacher and school liability regarding field trips was summarized in a letter from James R. Sandner, Associate Counsel for the New York State Teachers Association, dated May 16, 1968. He indicated that teachers are protected by the Board of Education under Section 3023 of the Education Law from any financial loss arising out of claims of alleged negligence on the part of the teacher while conducting a field-trip. This protection provides that the Board of Education will

"...protect all teachers, practice or cadet teachers, and members of supervisory and administrative staff or employees from financial loss arising out of any claim, demand, suit or judgment by reason of alleged negligence or other act resulting in accidental bodily injury to any person, or accidental damage to property of any person within or without the school building, provided such teacher, practice or cadet teacher, or member of the supervisory or administrative staff or employee at the time of the accident or injury was acting in the discharge of his duties within the scope of his employment and /or under the direction of said board of education, trustee, trustees or board of cooperative education services..."

### Field Trip Procedure

Field trips are of great value to students. Suggested procedures and regulations are listed below:

1. Select trips related to the teaching program, with regard to interest, ability and maturity range of the students.
2. Discuss and clear the trip with your supervisor. A field trip request form should be submitted in triplicate one month in advance.
3. Contact the place to be visited. Arrangements should include:
  - a. Setting the time and date of arrival.
  - b. Determining kinds of experience most useful to the class.
  - c. Finding out about lunch facilities.
  - d. Locate rest rooms and first aid facilities.



4. Confirm all plans and arrangements by letter.
5. Make arrangements for those students who are unable to pay.
6. Work out any necessary arrangements with other teachers affected by the trip.
7. If possible carry a small first aid kit and have a list of students with addresses and phone numbers.
8. Because of liability, always travel by bus.
9. Mark all lunches and materials with student's name.

A successful trip will lead to a variety of activities including oral reporting, discussions, research projects, letter writing, compositions, map making, picture displays, and other trips.

WHITE PLAINS PUBLIC SCHOOLS  
White Plains, New York  
FIELD TRIP PERMIT

School \_\_\_\_\_ Grade Level \_\_\_\_\_  
Destination \_\_\_\_\_ Date of Birth \_\_\_\_\_  
Kind of Transportation \_\_\_\_\_ Time of Departure \_\_\_\_\_ Time of Return \_\_\_\_\_  
Number of Pupils \_\_\_\_\_ Number of Teachers \_\_\_\_\_ Number of other adults \_\_\_\_\_  
Purpose of Trip \_\_\_\_\_

Activities planned to  
prepare pupils for trip \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

Activities planned as  
follow-up to trip \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

If payment for trip is not to come from  
school budget, please specify source of funds \_\_\_\_\_  
Requested by \_\_\_\_\_ Date of request \_\_\_\_\_  
Staff member in charge

Approved by Principal \_\_\_\_\_ Date approved \_\_\_\_\_  
Approved by Asst. Supt. \_\_\_\_\_ Date approved \_\_\_\_\_

Notes: This form should be made in triplicate and should reach the Assistant Superintendent for Instruction and Curriculum three weeks in advance of the planned trip. Two approved copies will be returned to the Principal.

If a bus is requested, one approved copy should be attached to the requisition and sent to the office of the Assistant Superintendent of Administration.

In case of postponement or cancellation, please inform the Principal who will, in turn, inform the Assistant Superintendent for Administration.

### HALL BULLETIN BOARDS

Each month a different teacher is assigned to decorate the bulletin board nearest to room 201 & 202 choosing a topic of his (her) choice. Student participation should be encouraged.

### CUSTODIAL SERVICES

Rooms are cared for by a custodian. Special jobs should be noted on paper and placed in Instructional Supervisor's box. Under no circumstances are teachers to make direct requests to custodian. In case of defective lights see your supervisor.

### KEYS

Keys to cabinets and files in your rooms or outside your room are to be left in your box at the end of the each day. At the end of each semester, keys are to be placed in an envelope with room number noted and placed in Instructional Supervisor's box.

### AUDIO - VISUAL MATERIALS

Teachers desiring A.V. instructional materials should submit their requests to their supervisor two days in advance. Arrangements will then be made for the teacher to pick up the equipment. The sign-up sheet is in the Instructional Supervisor's office. Films must be used and returned promptly. (Lab materials are not to be interpreted as A.V. materials.)

### DAILY BULLETINS

Teachers are to check the bulletin board daily above the sign-in desk, for changes from regular schedule and other announcements.

### TEACHER BOXES

Boxes are below teacher's name and should be checked three (3) times per day.. upon entering school, lunch time, and before leaving.

### LOST AND FOUND

All articles found should be turned into the office.

### PARKING

Parking in the teacher's lot is by assignment only. Use the student's parking lot. Please do not park in front of Rochambeau due to the two hour parking limitation and the efficiency of the White Plains Police Department. Please use the student's parking lot.

### LESSON PLANS

Teachers are expected to maintain a plan book at least one (1) day in advance. In case of absence, the substitute will be guided by the concepts and experiences as highlighted by the teacher. Plan books are to be left, at the close of each day, on the shelf below the sign-in sheet. They are not to be placed in the teacher's box. Plan books may be reviewed by the director or supervisor at any time.

### HOURS OF ATTENDANCE

Teachers are expected to be in their classrooms prior to the time the class is scheduled to start. This additional time may be used for preparation, correcting papers, or work with individual students.

### ATTENDANCE CARD

Fill in student's name using Last name in first position. Be sure to put teacher, grade and telephone number on card. Dates are taken from the register. Card should have register symbol to denote illness, tardiness, etc. If reason for absence is known after three days, put reason on back of card. Keep cards dated, accurate, and current. These cards are put in the youngster's cumulative folder in June.

### REGISTERS

There is always a sample register in the Main Office which a teacher should use as a reference when in doubt.

We differ on a few items:

1. Under Miscellaneous Column we put student's home phone and emergency phone.
2. We put all Religious Release Time in red ink.
3. When the class goes on a field trip put "Ed" and an\* in each child's box. At the bottom of the page indicate where the class went.
4. Registers are handed into the office inked in on the Monday following the close of the 5 week period.

## Home Room Teacher Attendance Register Responsibilities

### I. Attendance Cards

#### A. Initial

1. Write an E in the box on the first day you see the student.
2. For late entrants, draw a line from start of card to E.

#### B. Daily

1. Record absence with a slash
2. Be certain late arriving students are not marked absent.

#### B. Weekly

1. Record the date at the start of each week
2. Record numerical attendance total by week
3. Indicate in slash marks reason for absence if known
4. For transfer of student, write to and teacher's name
5. For transfer of student, write from and teacher's name
6. For graduate, write graduated and circle date
7. Place an X in any week-day when there is no school.
8. Indicate on upper right corner T or T & TH for students who attend only on those days.

### II. Use of Student Action Record for Field Follow-up of Student

#### A. Initial Steps

1. Assume that several fruitless phone calls by the teacher have been made
2. In every instance where the attendance card shows four consecutive absences and where no notation appears on the reverse side indicating reason for absence, the SAR card is to be used by removing this card fr

the homeroom file and requesting Supportive Services.

3. Write in ink in the space for the 4th session the symbols S.S. on Attendance card
4. Place S.A.R. in the Guidance mail box

B. Final Steps

1. Read the S.A.R. card when it is placed in your mail box
2. Record on the attendance card the data which Guidance gives to you concerning a student for whom you have requested a home visit.

\*exception #1 - Students designated T or T & TH

\*exception #2 - Students who have written in the slash marks a reason for absence.

Request Forms

MATERIALS TAKEN FROM THE BOOK ROOM

NAME \_\_\_\_\_ HR# \_\_\_\_\_

<u>TITLES</u>	<u>LEVEL</u>	<u>QUANTITY</u>
1.		
2.		
3.		
4.		
5.		

REQUEST FOR INSTRUCTIONAL MATERIALS

TEACHERS \_\_\_\_\_ ROOM \_\_\_\_\_ DATE \_\_\_\_\_

MATERIALS

<u>NAME</u>	<u>QUANTITY</u>
1.	
2.	
3.	
4.	
5.	
6.	
7.	
8.	
9.	
10.	



### BEGINNING AND ENDING THE SCHOOL DAY

It is important to start each day the right way. This can be done with a little forethought. Certain procedures are mandatory, such as taking attendance.

Planning daily activities should be both a long and short range project. The former should be done in these ways:

1. Consult with your supervisor
2. Know your teachers' editions, manuals, and basic pupil materials
3. Review the local curriculum and audio-visual guides.
4. Check your Plan book and Office bulletin

Short range planning should be done in these ways:

1. Write sufficiently detailed plans in advance for each day of the week in your plan book
2. Note your specific goals for groups and individuals in your plan book
3. Use your time allotment guide for a well-balanced program
4. Whenever possible, involve your pupils in setting up the daily schedule

At the end of the day, evaluate your achievements with your students

## CHECK LIST FOR NEW TEACHERS

### I. Get to know the Students

- A. Read your pupils' guidance folders for an introduction to some of their differences.
- B. Talk with teachers your students have had. In many cases the guidance counselor and the supervisor will have useful information for you.

### II. Get Materials Ready

- A. Review basic texts, teacher's manuals, audio-visual information, local and state curriculum guides, and this handbook.
- B. Obtain materials for distribution on first day of school and as needed during the school year: i.e. pencils, chalk, erasers, notebooks, etc.
- C. Keep a record of all textbooks in your classroom: texts assigned to pupils and those kept on the shelves. Basic readers are not kept in the desks or taken home.
- D. Ask your supervisor for materials you and the class will need, such as a record book, plan book, desk calendar, staples, Scotch Tape, clips and other supplies.
- E. Reserve the films, records, movies, science equipment and other supplies you will need for various units as early as possible. Schools have filmstrip, micro, overhead, movie and opaque projectors; television receivers, record players, tape recorders, individual earphones and filmstrip viewers, solocasters, and controlled readers. Your supervisor will be glad to assist you with any of these.

## CHECK LIST FOR NEW TEACHERS (cont'd)

### III. Organize Your Room

- A. Partially set up centers of interest such as library, science news, mathematics, games, project, listening, painting, etc. for pupils to develop further.
- B. Bulletin boards catch pupils' attention if you use colorful mountings and titles suitable for your grade level.
- C. Decide on storage areas for papers, books, completed work, work to be returned, etc.
- C. Set up a functional seating arrangement.
  - 1. Adjust placement of desks to changing purposes.
  - 2. Keep factors such as lighting, ventilation, view of blackboards, passage through the room for students and teacher, and space for centers of interest and reading groups clearly in mind.

### IV. Planning and Evaluating the Work

- A. Overplan, rather than underplan. Planning will be more specific as you get to know your students. Make complete plans for each week, and long-range outline plans for months, semesters, and the year.
- B. Plan for the class, groups, and individuals, and worthwhile related activities for pupils when they finish their work. (See section on "Ideas for Independent Study Projects.")
- C. Vary the pacing, length of periods, and types of activities.
- D. Put a daily schedule on the chalkboard for each session. Much of the schedule will be planned with the class at the end of the day when accomplishments are evaluated.
- E. Plan for systematic review of all subjects throughout the year.
- F. Select supplementary readers on or below grade level until you know your pupils' reading levels. Reading groups are formed

#### CHECK LIST FOR NEW TEACHERS (cont'd.)

during the first three weeks; your judgment, informal testing, and past records of work and tests will help you in grouping. Check with your supervisor on any other instructional problems.

- H. Your plan book should be ready for a substitute. If you never need one, you are ahead!
- I. Keep information about texts, library books, instructional supplies, equipment, and furniture you would like to requisition in your plan book.

#### V. Start Basic Routines the First Day of School

- A. Have work suggestions on the chalkboards for students when they enter
- B. Have each day's agenda on the board and plan some of the work for the following day with the pupils.
- C. Introduce yourself; save name tags on the desks; appoint buddies to help students new to the school; and learn the students' name as soon as possible
- D. Appoint temporary committees to attend to routine jobs for the class. However, each student should learn to keep his own desk in a neat and orderly way.
- E. Decide how the students will distribute materials, head their papers, and collect finished work
- F. Check with your supervisor concerning opening exercises

#### VI. Be Firm and Kind

- A. Use a quiet but forceful tone
- B. Discuss cooperation, consideration, courtesy, good work habits, and the individual's responsibility for the group behavior. Develop a few basic rules for the class with the students

First Aid Procedures  
(For Information Only)

In case a student is injured, he must be brought to the ABE Office for First Aid, if it is possible to move him. If the teacher, or whoever reports the accident, feels the student should not be moved, the nurse goes to the scene. First Aid only is given and members of family or family physician are called and they are called and they are responsible for any further treatment which may be needed. When indicated a student may be taken to the emergency room of the White Plains Hospital or St. Agnes Hospital. The assistant director or someone he designates should accompany the nurse. The following treatments are guidelines. Teachers are to use these only if it is an emergency and/or the nurse, secretary or assistant director are not available.

First Aid Treatments:

ABRASIONS, MINOR CUTS AND SCRATCHES: Cleanse well with green soap and water. Dry. Apply steril dressing.

ACCIDENTS: All accidents that involve eye injury, head injury, severe laceration, obvious fracture and bleeding must be accompanied to the health room by an adult. The student should not come alone. In case of a suspected back injury or any other condition that points to a severe injury, the student should not be moved until a doctor or nurse arrives.

ALLERGIC REACTIONS: See insect bites

BRUISES: Apply cold water or ice

BLISTERS AND BURNS: Cleanse wound. Apply Butesin Picrate and cover with steril Telfa dressing. If burns are extensive, use no ointment, just cover all open lesions with steril Telfa dressing or regular gauze. Keep patient lying down and covered - to prevent shock - until he can BE MOVED TO A HOSPITAL.

COLDS AND SORE THROAT: Isolate from group. Contact family and send home

CONVULSIONS: Do not restrain student. Attempt to remove objects nearby to reduce injury to him. If possible, try to gently insert a spoon or a firm tongue stick mouth gag into the corner of the mouth between teeth. Do not push it into throat. Leave air passage open. When convulsion ceases, loosen clothing and turn head to one side. Contact family. Follow through to determine whether student is under medical care.

EARACHE: Send student home. Advise seeing family physician. Rest and hot water bottle may be used while waiting for relative or friend.

FAINTING: Place student flat on back with head low. Apply aromatic spirits of ammonia to the nostrils for inhalation. Fainting can often be prevented by lowering the head between the knees.

FOREIGN BODY IN EYE: Gently wash eye with plain warm water. If persistent, contact parents, advise seeing family physician promptly.

FRACTURES AND SPRAINS: Place in comfortable position. Splint temporarily if possible. Contact home or physician if relative cannot be reached.

FROST BITE: Warm gradually. Begin with very cold water and then very gradually increase temperature of water so as not to damage the tissue

HEADACHES: Question as to malaise, lack of rest, eyestrain, etc. Take temperature. If normal, may permit student to rest with cold compress on head. No medication should be given by mouth.

HEAD INJURY: Let student lie down in health room. Apply ice cap and do not disturb student or return him to class until seen by doctor or nurse.

HEMORRHAGE: Lie patient down. Apply pressure over injury. If there is a spurting vessel, apply a tourniquet above spurting vessel. Call parents and physician. If hemorrhage cannot be controlled, remove to Emergency Room of Hospital at once.

HYSTERIA: Rest on cot. Cold compresses to face. Contact relative if necessary.

INSECT BITES, STINGS, HIVES AND OTHER ALLERGIC REACTIONS: Apply ice. In event of a severe generalized anaphylactic shock, where student faints, has trouble breathing or develops generalized swelling of face, transfer student immediately to Emergency Room of Hospital. Have office contact relative to meet you at Hospital.

MENSTRUAL PAIN: Rest on cot with hot water bottle on abdomen. No medication to be given by mouth. If severe, send student home and advise seeing family physician for medication which student can carry in purse at all times.

NOSE BLEEDS: Place student in chair with head extended backward - or place on cot with pillow under shoulders and neck. If necessary, compress point of bleeding with a cotton plug.

STOMACH ACHE: Take temperature. If student appears ill, vomits or has any elevation of temperature, take student home.

VOMITING: Rest. Take temperature. If no fever, observe, otherwise call relative or friend and take student home.

## EFFECTIVE SEPTEMBER 9, 1970



ERIC  
Full Text Provided by ERIC



	233	224	225	226	324	327	323	324	325	Audi- toring	Seals
9:30											
9:25											
9:30 Miss	Mrs.										
10:25 Norman	Leschure	Mrs. Jefferson	Mrs. Socolov	Mr. Soppelsa	Mrs. Schwartz	Mrs. Pollock	Miss Rowe	Mrs. O'Ryan	Mr. Garcio	Mrs. Harris	
10:30 Miss	Mrs.	Mrs. Jefferson	Mrs. Socolov	Mr. Soppelsa	Mrs. Schwartz	Mrs. Pollock	Miss Rowe	Mrs. Gant		Mrs. Harris	
11:25 Norman	Leschure	Mrs. Jefferson	Mrs. Socolov	Mr. Soppelsa	Mrs. Schwartz	Mrs. Pollock	Miss Rowe	Mrs. Gant		Mrs. Harris	
11:30 Miss	Mrs.	Mrs. O'Ryan	Mrs. Socolov	Mr. Soppelsa	Mrs. Schwartz	Mrs. Socolov	Miss Rowe	Mrs. Gant	Mr. Garcio	Mrs. Harris	
11:55 Norman	Leschure	Mrs. O'Ryan	Mrs. Socolov	Mr. Soppelsa	Mrs. Schwartz	Mrs. Socolov	Miss Rowe	Mrs. Gant	Mr. Garcio	Mrs. Harris	
12											
NOON											
12:30 Miss	Mrs.	Mrs. Gant	Mrs. Socolov	Mr. Soppelsa	Mrs. Schwartz	Mrs. Socolov	Miss Rowe	Mrs. O'Ryan	Mr. Garcio	Mrs. Harris	
12:55 Norman	Leschure	Mrs. Gant	Mrs. Socolov	Mr. Soppelsa	Mrs. Schwartz	Mrs. Socolov	Miss Rowe	Mrs. O'Ryan	Mr. Garcio	Mrs. Harris	
1:00 Miss	Mrs.	Mrs. Gant	Mrs. Socolov	Mr. Soppelsa	Mrs. Schwartz	Mrs. Socolov	Miss Rowe	Mrs. O'Ryan	Mr. Garcio	Mrs. Harris	
1:55 Norman	Leschure	Mrs. Gant	Mrs. Socolov	Mr. Soppelsa	Mrs. Schwartz	Mrs. Socolov	Miss Rowe	Mrs. O'Ryan	Mr. Garcio	Mrs. Harris	
2:00											
2:55											
3:00											
3:55											

WHITE PLAINS ADULT EDUCATION CENTER  
ADULT BASIC EDUCATION

3/31/70

LAB SCHEDULES  
EFFECTIVE 4/1/70

	201		
WACHMAN	1:00		
JEFFERSON		11:30 & 12:30	
O'RYAN	10:30		
GANT	9:30		11:30 & 12:30
GIPS		9:30	10:30
SOCOLOW		10:30	1:00
FAGIN		1:00	9:30
PODELYCKI	11:30 & 12:30		
TENIS	10:30 Room 204		
ROME	2:00		1:00
LOCKHART	9:30 & 1:00		
BURGENTTE			

WALTER PLATT'S ADULT EDUCATION CENTER  
ADULT BASIC EDUCATION

ABE DAY CLASS SCHEDULES  
Effective 2/13/70

Wagman	107B	0- 1.9
Jefferson	225	2.0 - 3.4
O'Ryan	326	3.5 - 4.2
Gant	224,5	4.0 -5.4
Gips	226	5.5 -6.5
Fagin	206	6.6+
Smalls	202	Remedial
Podorycki	223	ESL I
Tewis	224	ESL II
Rowe	324	GED
Burchette	313	Banking
Lockhart	107A	World of Work

LAB SCHEDULES

	<u>Regular</u>	<u>Remedial</u>	<u>Demo</u>
Wagman	1:00	---	11:30
Jefferson	11:30 & 12:30	---	---
O'Ryan	10:30	---	1:15
Gant	9:30	11:30 & 12:30	---
Gips	9:30	10:30	12:30
Fagin	1:00	9:30	---
Podorycki	11:30 & 12:30	---	---
Tewis	10:30	---	---
Rowe	2:00	10:30 & 1:00	---
Burchette	9:00	---	---
Lockhart	9:30 & 1:00	---	---

WHITE PLAIN ADULT BASIC EDUCATION  
SCHOOL CALENDAR  
1969 .. 1970

SYMBOLS.

Building closed to all classes.. --  
Operating .....=OP  
Not Operating.....=NO

	ABE NITE	ABE DAY	WIN ABE	WIN GEN O	EMPLOYABILITY ORIENTATION	INDUSTRY PROJECTS
1969						
SEPT.						
1 Mon. Labor Day	---	---	---	---	---	---
4 Thurs. Start Fall Day Semester	NO	OP	OP	OP	OP	OP
8 Mon. Start Fall Nite Semester	OP					
22 Mon. Yom Kippur	NO	NO	NO	NO	NO	NO
OCT.						
13 Mon. Columbus Day	---	---	---	---	Field Trip	---
NOV.						
11 Tues. Veterans Day	---	---	---	---	Field Trip	---
27 Thurs. Thanksgiving Holiday	---	---	---	---	---	---
23 Fri. Thanksgiving Holiday	---	---	---	---	Field Trip	---
DEC.						
24 Wed. Christmas Holiday	NO	OP	OP	OP	OP	OP
25 Thurs. Christmas Holiday	---	---	---	---	---	---
26 Fri. Christmas Holiday	NO	NO	NO	OP	OP	OP
29 Mon. Christmas Holiday	NO	NO	NO	OP	OP	OP
30 Tues. Christmas Holiday	NO	NO	OP	OP	OP	OP
31 Wed. Christmas Holiday	NO	NO	OP	OP	OP	OP
JAN 1970						
1 Thurs. New Year Day	---	---	---	---	---	---
2 Fri. New Years Recess	NO	NO	NO	OP	OP	OP
16 Fri. Martin Luther King Day					Field Trip	---

## SCHOOL CALENDAR cont.

1969 -- 1970

1970

ABE	ABE	WIN	WIN	EMPLOYABILITY	INDUSTRY
NITE	DAY	ABE	CLD	ORIENTATION	PROJECTS.

MAR.

27 Fri. Good Friday

JUNE

29 Mon. to July 2 (incl.)

JULY

3 Fri. Independence Day Holiday

6 Mon. Start Summer Session

25 Tues. to August 31 (incl.)

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NO	NO	NO	OP	OP	OP
---	---	---	---	---	---
OP	OP	OP	OP	Field Trip	OP
NO	NO	NO	OP	OP	OP

WHITE PLAINS PUBLIC SCHOOLS  
White Plains, New York  
SCHOOL CALENDAR  
1970-71

1970				School Civil Service		
				Days	Staff	Holidays
September	2	Wednesday	Orientation for new staff members			
	3	Thursday	" " " " "	16	X	
	7	Monday	Labor Day			X
	8	Tuesday	School open for all teachers			
	9	Wednesday	School open for all students			
October	1	Thursday	Rosh Hashonah (closed)	20		
	12	Monday	Columbus Day (closed)			X
	14	Wednesday	Information Day - State Education Department (schools closed for P.M. Session)			
November	3	Tuesday	Election Day (Teachers Conference) (school Closed)	17 + Conf.		X
	11	Wednesday	Veterans Day (closed)			X
	13	Friday	End of First Marking Period			
	25	Wednesday	Close at Noon for Thanksgiving Vacation			
	26	Thursday	Thanksgiving Vacation			X
	27	Friday	Thanksgiving Vacation			X
	30	Monday	Schools re-open (Elementary school close for P.M. Session --(Parent Conferences)			
December	23	Wednesday	School close at Noon for Christmas Vacation	17		
	25	Friday	Christmas			X
1971						
January	1	Friday	New Year's Day	19		X
	4	Monday	School re-open			
	15	Friday	Martin Luther King Day (closed)			X
	19	Tuesday	All schools close at Noon for Teachers Conference Day			
	29	Friday	End of Second Marking Period			
February	9	Tuesday	Schools close at end of day for Mid-Winter Vacation	15		
	12	Friday	Lincoln's Birthday			X
	*15	Monday	Washington's Birthday			X
	17	Wednesday	Schools re-open			
	22	Monday	Elementary Schools close P.M. session for Parent Conferences			
March	25	Thursday	All schools close for P.M. session for Teachers Conference	23		
April	8	Thursday	Schools close at end of day for Spring Vacation	16		
	8	Thursday	End of Third Marking Period			
	9	Friday	Good Friday			X
	19	Monday	Schools re-open			

May	3 Monday	Elementary Schools close at Noon for	20
		Parents Conferences	
	17 Monday	All Schools close at Noon for	
		Teachers Conference	
	31 Monday	Memorial Day (closed)	X
June	18 Friday	Legents Examinations	19
	21 Monday	" "	
	thru 24 Thursday	" "	
	25 Friday	End of Fourth Marking Period and schools	
		close at end of day for Summer recess	
		Students dismissed at 10 A.M.	

# SUMMARY OF PAYROLL PERIODS AND DUE DATES

## PROFESSIONAL

### AIDED PROGRAM SCHEDULE

Date Time Sheet Due in ABE Office	Payroll Period From To	Payroll Report Due at Central Office	Checks Issued
1/3/70	12/29/69- 1/10/70	1/26/70	2/12/70
1/27/70	1/12/70- 1/24/70	2/9/70	2/26/70
2/10/70	1/26/70 - 2/7/70	2/23/70	3/12/70
2/24/70	2/9/70 - 2/21/70	3/9/70	3/26/70
3/10/70	2/23/70 - 3/7/70	3/23/70	4/9/70
3/24/70	3/9/70 - 3/21/70	4/6/70	4/23/70
4/7/70	3/23/70 - 4/4/70	4/20/70	5/7/70
4/21/70	4/6/70 - 4/13/70	5/4/70	5/21/70
5/5/70	4/20/70 - 5/2/70	5/13/70	6/4/70
5/19/70	5/4/70 - 5/16/70	6/1/70	6/13/70
6/2/70	5/13/70 - 5/30/70	6/15/70	7/2/70
6/16/70	6/1/70 - 6/13/70	6/29/70	7/16/70
6/30/70	6/15/70 - 6/27/70	7/13/70	7/30/70
7/14/70	6/29/70 - 7/11/70	7/27/70	8/13/70
7/28/70	7/13/70 - 7/25/70	8/10/70	8/27/70
8/11/70	7/27/70 - 8/8/70	8/24/70	9/10/70



Date, Time, Sheet Due in ABE Office	Payroll Period From To	Payroll Report Due at Central Office	Checks Issued
8/25/70	8/10/70 - 8/22/70	9/7/70	9/24/70
9/3/70	8/24/70 - 9/5/70	9/21/70	10/3/70
9/22/70	9/7/70 - 9/19/70	10/5/70	10/22/70
10/6/70	9/21/70 - 10/3/70	10/19/70	11/5/70
10/20/70	10/5/70 - 10/17/70	11/2/70	11/19/70
11/3/70	10/19/70 - 10/31/70	11/16/70	12/3/70
11/17/70	11/2/70 - 11/14/70	11/30/70	12/17/70
12/15/70	11/30/70 - 12/12/70	12/23/70	1/14/71
12/29/70	12/14/70 - 12/26/70	1/11/71	1/23/71
1/12/71	12/23/70 - 1/9/71	1/25/71	2/11/71

WHITE PLAINS ADULT BASIC EDUCATION  
INDIVIDUAL TIME SHEET

Name Paine Jayno  
(Last) (First)

Employee Number \_\_\_\_\_

Pay Period 7/13/70 - 7/25/70

Payroll Report Number		Classroom Teachers		Non-Teaching Staff	
		Budget # Hours worked	Budget # Hours worked	Budget # Hours worked	Budget # Hours worked
	<u>JULY</u>				
Mon.	<u>13</u>	<u>4</u>			
Tues.	<u>14</u>	<u>4</u>			
Wed.	<u>15</u>	<u>4</u>			
Thurs.	<u>16</u>	<u>4</u>			
Fri.	<u>17</u>	<u>4</u>			
Sat.	<u>18</u>				
Mon.	<u>20</u>	<u>4</u>			
Tues.	<u>21</u>	<u>4</u>			
Wed.	<u>22</u>	<u>4</u>			
Thurs.	<u>23</u>	<u>4</u>			
Fri.	<u>24</u>	<u>4</u>			
Sat.	<u>25</u>				
Employee complete this sheet		<u>40</u>	<u>\$3.25</u>	<u>\$330.00</u>	
Total Hours	Total Rate	Total Pr.	Total Rr.	Total Salary	Total Rate . Total Hours Pr. Rr. Salary

- Directions:
1. Teachers always use Budget # appearing on register.
  2. Professionals who teach in more than one budget must use a separate column for each.
  3. Payroll reports must be accurate, complete and submitted by deadline date.
  4. In order for this salary to be paid as scheduled, this time sheet must be placed in the mailbox of the Supervisor of Instruction in the ABE office by \_\_\_\_\_.

SECTION II  
JOB DEFINITIONS

LIST OF JOB DEFINITIONS

1. GUIDANCE - DAY
2. FIELD RECRUITER
3. ATTENDANCE RECRUITER
4. FIELD ATTENDANCE WORKER
5. COMMUNITY COUNSELOR, PENITENTIARY UNIT
6. GUIDANCE WORKER, PENITENTIARY UNIT
7. INSTRUCTIONAL SPECIALIST, PENITENTIARY UNIT
8. TEACHER HIGH SCHOOL EQUIVALENCY, PENITENTIARY UNIT
9. LEARNING LABORATORY SUPERVISOR
10. LEARNING LABORATORY INSTRUCTOR
11. LEARNING LABORATORY TEACHER - ASSISTANT
12. SUPERVISOR OF INSTRUCTION
13. CLERK TYPIST
14. FILE CLERK
15. FINAL CLAIM CLERK
16. ATTENDANCE CLERK
17. REMEDIAL CLASS TEACHER
18. ABE TEACHER
19. ADMINISTRATIVE ASSISTANT
20. OFFICE MANAGER
21. TEACHER HIGH SCHOOL EQUIVALENCY
22. BI - LINGUAL COUNSELOR
23. A.B.E. FLOATING TEACHER
24. MEDIA AIDE

A.B.E. COUNSELOR  
FULL - TIME - DAY PROGRAM

General Responsibility

To help create an environment through guidance and counseling services, in which students may best develop to their fullest potential, both personally and educationally.

Specific Responsibilities

I. Conduct scheduled and "as" counseling interviews as follows:

1. Intake

- a. Extend a warm welcome to new enrollee, conveying the comfortable, receptive, non-judgemental, existing environment. Explore with him his goals and aspirations, describing the nature of the program and how it is designed to meet his needs. Attempt to instill the confidence needed to undertake this renewed learning experience.
- b. Gather personal data to be recorded on Student's Record Card.
- c. To effect immediate class placement, keeping preliminary testing to a minimum, a simple screening device is administered to determine approximate reading level. Tentative nature of placement is explained to student subject to subsequent test scores, class performance, teacher and learning laboratory evaluations, and student personal reactions.
- d. Student is personally escorted to classroom, introduced to teacher and classmates as evidence of acceptance into the program.
- e. In instances where problems are presented which might preclude enrollment, such as transportation difficulties, need for day care services, etc., counselor initiates contact with appropriate outside agencies for solution. For all welfare recipients, caseworker is advised of client's enrollment and needed additional monies to cover school expenses.
- f. Student is encouraged to avail himself of counseling services.

II. Counseling

A. Initial Follow-up

Upon completion of all initial testing, including Stanford Achievement, Wide Range and Revised Beta, teacher and learning laboratory reactions to tentative class placement, student is seen by counselor for purpose of reviewing this information with him. If a change has been recommended, this is discussed in order for student to understand why and how this would be beneficial to him. At all times, student's reactions are carefully considered and respected before any changes are effected.

...This meeting presents an opportunity to appraise student's school . . . adjustment and to offer additional support and encouragement when needed.

Results of this meeting are recorded on a special Intake Summary Report Form.

#### B. Progress Interview

After a reasonable period of exposure to the instructional experience, a meeting is scheduled with the student, usually following the recommendation of his teacher, to review his progress in the program. Areas of difficulty are discussed in an attempt to seek out remedial measures. Preparation for possible anticipated transfers can be introduced at this time. Goals are re-examined in line with the change in self image which may have emerged.

#### C. Graduation Interview

As the student achieves to the level of graduation, an interview is arranged in which "the next step" can be discussed. Opportunities open to him in higher education or vocational training programs are reviewed. To effect a smoother transition, counselor accompanies student to registration in high school program or directly contacts the vocational training resource for referral.

Student is assured of continued support from this program after leaving, and invited to maintain contact in the future.

D. Contact students after three consecutive days of absence to determine cause and maintain such contact until hopefully resolved. Counselor will reach out to other sources, such as referral agencies, for additional information when necessary.

E. Maintain counselor records of student reflecting personal data his educational status, short and long-term goals, progress interviews etc.

F. Help student identify and solve personal problems which could inhibit educational progress or cause termination in the program, e.g. transportation, child care, emotional stress, job applications, student views, etc.

#### III. Attendance

Following unsuccessful attempts by the teacher to contact the student, counselor will reach out to other sources, such as referral agencies, in an effort to seek out any available information concerning the student's absence before assigning a home visit to a Recruiter. If the cause for absence is at all remedial within the scope of the counselor's role, she will take whatever action is indicated to bring the student back to school.

#### IV. Special Projects

##### A. Homemaker Training Program

This is a joint endeavor undertaken by the Adult Basic Education Program and the Westchester County Department of Social Services to train recipients of public assistance for Community Service Occupations. Counselor is responsible for interviewing, testing and screening applicants to determine eligibility. Once accepted, counselor conducts orientation meeting for new enrollees and begins both group and individual intensive counseling with them.

Continual contact with the Department is maintained to report trainees' attendance and progress. Arrangements are made for visits to the class by representatives for the Department when necessary, culminating in the final visit when job interviews are conducted. Summary of final achievement and job placement is reported to the ABE director.

##### B. HDT Students in the Learning Laboratory

This arrangement provides the underachieving reader in the HDT Program with an experience in the Multi-Media Developmental Learning Laboratory.

Upon referral from the HDT Counselor, ABE Counselor arranges for Stanford Achievement Testing and, based upon attained level, designates a specific block of time during which HDT students will attend the Laboratory. Students readiness is created in terms of the value of this experience to him. Progress of students is reported at regular intervals.

#### V. Community Agency Relationships

A. Establishes positive working relationships with referral agencies by maintaining frequent contacts to report progress of students and provide other necessary requested data. These contacts present opportunities to describe more fully the nature of the ABE Program thereby encouraging additional future referrals.

For example, the operation of the Department of Social Services, an agency responsible for more than half of the day student enrollment, requires regular, ongoing communication between the caseworker and the ABE counselor, in terms of student's attendance, progress, school allowances and incidentals, thereby consuming a substantial part of counselor's time.

B. Extends to community agencies invitations to social functions and events and / or luncheon-meetings, when appropriate, as a means of beginning or furthering existing relationships and underscoring our desire to work cooperatively for the benefit of our population.

C. Visits and presents brief talks to outside agencies, in the company of the ABE director, for purpose of familiarizing them with the

aims, goals, operation, achievements, and benefits to their clients of the ABE Program.

D. Attends scheduled meetings with representatives of other community agencies and resources in an effort to exchange mutual concerns, impart information concerning our program, and keep current on pertinent activities in the community.

V. Internal Staff Meetings

A. Meets with other supervisor staff on a regular basis to review existing program practices and procedures, recommend revisions and / or additions for their more effective implementation, and explore new ideas and methods to accomplish our aims and goals.

Results of these meetings are communicated to other members of the guidance staff.

B. Presents the function and role of Guidance in the ABE Program at teacher-training sessions or new-teacher orientation meetings, emphasizing the responsibilities of the teachers in this area.

C. Attends regularly scheduled teacher staff meetings, when necessary, to convey new or revised guidance procedures.



## JOB DEFINITION - FIELD RECRUITER

### I. GENERAL RESPONSIBILITIES

- a. Create and maintain a continuing census of under-educated adults who could benefit from attendance in Adult Basic Education classes.
- B. Participate actively in a carefully presented, repeated effort to induce adults to enroll in the program.

### II. SPECIFIC RESPONSIBILITIES

- a. Distribute prepared posters and notices about program.
- b. Utilize personal visits to grass-roots organization, accompanied by professional Adult Basic Education Staff when required.
  - 1. Community Action neighborhood centers.
  - 2. Religious and social and neighborhood groups.
  - 3. Agencies who service the people we wish to reach.
  - 4. Individuals in target neighborhoods who are trusted by and influential with the target population.
- C. Visit the homes of all referred adults in order to tell them about the program and convince them to enroll.
- d. Accompany a professional recruiter to the home of people previously contacted who need additional information or persuasion.
- e. Accompany any interested adult to the Adult Education Center at any time he is willing to come.

### III. CONDITIONS OF EMPLOYMENT

- a. Attend the bi-weekly recruiters meeting.
- b. Work the average weekly hours assigned.
- c. Rate of pay - \$2.25 / hr
- d. Satisfactory completion of a 30 day probation period is required.

Revision #2

7-68

## JOB DEFINITION - ATTENDANCE RECRUITERS

### I. GENERAL RESPONSIBILITIES

- a. Make personal visits to the homes of adult students who have interrupted their attendance in Adult Basic Education classes.
- b. Communicate to this adult the desire of the Adult Education Program to assist in any way possible to enable him or her to return to class as soon as possible.

### II. SPECIFIC RESPONSIBILITIES

- a. Assume the total responsibility for the students assigned to him for the following:
  1. Personal contact even if several attempts are required.
  2. An interview with the student of sufficient length to determine the nature of the reason why the student is not attending.
  3. Create the clear understanding on the part of the student that the Adult Education Program and particularly his teacher wants him to continue his education.
  4. Identify the problem and refer in writing to the ABE Guidance Staff for action.
  5. If there is a desire to return to school, but there will be a delay, schedule a date to revisit.
  6. Report progress on each case assigned in the accountability log, making special effort to record complete information on each student contact attempted.

III. Each attendance recruiter is expected to perform the job role as described on a regular basis.

### IV. CONDITIONS OF EMPLOYMENT

- a. Attend the bi-weekly meeting held at the Center.
- b. Work the average weekly hours which are assigned individually
- c. Rate of pay - \$2.25 / hr.
- d. Satisfactory completion of a 30 day probation period is required.

Revision 2     7-68

JOB DEFINITION -- FIELD ATTENDANCE WORKER

I. GENERAL RESPONSIBILITY

a. Make personal visits to the homes of adult students who have interrupted their attendance in Adult Basic Education classes.

b. Communicate to this adult the desire of the Adult Education

Program to assist in any way possible to enable him or her to return to class as soon as possible.

II. SPECIFIC RESPONSIBILITY

a. Assume the total responsibility for the student assigned to him for the following:

1. Personal contact even if several attempts are required.

2. An interview with the student of sufficient length to determine the nature of the reason why the student is not attending.

3. Create the clear understanding on the part of the student the Adult Education wants him to continue his education.

4. If there is a desire to return to school, but there will be a delay, schedule a date to revisit.

5. Identify the problem and refer in writing amplified by personal discussion with the ABE Guidance Staff for solution.

6. Communicate to the dropout on the solution evolved by the Guidance Staff and the Field Attendance Worker which will enable him or her to return to class.

III. The Field Attendance Worker is expected to perform the job role as described on a regular basis. The rate of pay is \$5.32 / hr. Hours worked per week shall be on a need basis and shall average ten hours per week.

JOB DEFINITION - COMMUNITY COUNSELOR, PENITENTIARY UNIT

1. GENERAL RESPONSIBILITIES

- a. Assist in facilitating community and educational adjustment for the discharged inmates who have participated in the educational classes at the Westchester County Penitentiary.
- b. Contribute to the overall objective of the evaluation of the educational program.

2. SPECIFIC RESPONSIBILITIES

- a. Create and maintain a working relationship with the resource staff of the Penitentiary and the educational team operated by the White Plains Adult Education Department.
- b. Be involved with a series of pre-exit interview and assist the inmates in arriving at formal plans for short and long term goals for adjustment to outside life stressing educational involvement to whatever degree feasible.
- c. Accompany whenever possible discharges students to their residence, employment interview and educational first step.
- d. Perform a series of personal follow-up visitations on each discharged student at intervals to determine degree and quality of adjustment.
- e. Create and maintain detailed records on each student contacted.

3. CONDITIONS OF EMPLOYMENT

- a. Use of counselors car is required, a mileage allowance is provided.
- b. Perform job role under the supervision of Dr. Earl R. Kessler, and the Director of Adult Basic Education.
- c. Work an average of  $7\frac{1}{2}$  hours / week, with the flexibility to adjust to varying numbers of students inmates being discharged from day to day and week to week.
- d. Men are discharged every working day Monday through Friday at 8:30 A.M.

and shall be accompanied from that point.

e. Compliance with all Penitentiary regulations and projection of a supportive image to the men contacted both in and out of the facility.

### JOB DESCRIPTION - GUIDANCE WORKER, PENITENTIARY UNIT

1. GENERAL RESPONSIBILITIES: The guidance worker in the penitentiary setting is essentially a rehabilitation counselor whose short-range goals are achieved through helping inmates make the most of the educational opportunities available at the penitentiary in preparation for return to the community. The long-range goals are discharged through helping them relate their educational experiences to a more productive, law-abiding life outside, utilizing such community agencies and resources as are necessary to assist them in their plan for rehabilitation.
2. SPECIFIC RESPONSIBILITIES: Under supervision of the penitentiary unit coordinator (or his representative) the guidance worker-
  - a. Shares in responsibility for placement testing of candidates for instruction, in scoring of tests, preparation of initial test records and registration of new students;
  - b. Assumes full responsibility for the educational and personal development of each of the men assigned to the group for which he is serving as guidance worker from the point of introduction to the teacher to the point of discharge from the penitentiary or dropping out of the program; conducts attendance checks to determine reasons for non-attendance and develop plans with the students and / or the teacher to encourage better attendance; serves as interpreter of the student to other staff members and coordinates their efforts on his behalf;
  - c. Develops a relationship with each man for whom he is responsible at such depth as he and the counselor are capable of engaging in, utilizing the resources of the mental health staff of the penitentiary when indicated; determines the rehabilitation potential of the counselor and assists him in developing realistic plans for return to the community.
  - d. Transfers following responsibility of students to the (community counselor) through a joint exit interview conducted prior to discharge for purposes of reviewing, refining and / or revising plans for return to the community;

e. Maintains a counselor's record of each student reflecting his current educational status and his current plans for rehabilitation, as well as all referral contacts made on his behalf; pursues such correspondence as may facilitate his return to the community, including letters of introduction to Adult Education Centers to pursue further education, etc., prepares such other records and reports as may be required by the coordinator of the educational unit or the Director of Adult Basic Education;

f. Performs such other duties as the coordinator of the educational unit may request.

3. CONDITIONS OF EMPLOYMENT

a. Work one or two evenings per week as assigned - 3 hrs / night.

b. Rate of pay - \$8.25 / hr.

Job Definition - Instructional Materials Specialist - Penitentiary Unit

1. General Responsibility - Provide assistance to the classroom teacher which improves instruction
2. Specific Responsibilities
  - a. Provide the teacher with the written curricular materials as they are developed by the Adult Basic Education Staff
  - b. Utilizing demonstration techniques assist teacher in the grouping of students to adapt to new entrants and changing needs of existing students.
  - c. Consult with teacher on choice of newly available instructional materials and assist in the introduction and effective use of them in class.
  - d. Introduce the use of selected reading machines and familiarize the teacher with their effective utilization.
  - e. To keep an up to date inventory of all instructional material
  - f. Store and catalogue material by group level in order to facilitate its use by teacher.
  - g. Requisition reading material as needs require
  - h. To be familiar with present and newly published materials for penitentiary instruction.
  - i. To assume responsibility for ordering, storing, and the proper usage of all supplies and teaching implements.
3. Schedule - 3 hours alternate weeks. To be shared between Penitentiary and Reformatory as needed.



Job Definition - Teacher High School Equivalency Penitentiary Unit

1. General Responsibility - To participate as a teacher in an educational program designed to prepare interested screened inmates, who have voluntarily elected to participate, for the High School Equivalency diploma tests.

2. Specific Responsibilities

- a. refer to guidance staff student who can benefit from educational counseling.
- b. to attend an orientation meeting prior to the first class session and staff meetings when required
- c. to conduct the class two evenings each week
- d. to utilize the curricular guide provided
- e. to observe all of the institution's regulations and procedures
- f. to plan lessons and direct focus teaching so as to compliment the efforts of co-teachers
- g. keep necessary records, and file related reports.
- h. establish and maintain rapport with students

3. Working Conditions

Number of hrs, 3 per night, 2 times / week

Rate of pay is the regular Adult Education rate of \$8.25 / hr

4. Qualifications

- a. a professional who can be effective in the environment
- b. a man who is interested in this kind of program with ample enthusiasm and energy
- c. training and certification in an academic field, preferably English, reading, math or social studies
- d. successful jr. or high school teaching experience or equivalent

## Job Definition - Learning Laboratory Supervisor

### 1. General Responsibilities

- a. Supervise the scope and content of instruction in the learning laboratories in such a manner that the staff and the teachers can realistically and comfortably accomplish the philosophic goals of the A.B.E. program.
- b. Lead the staff in the management of each learning session so that the individual student learning needs are met to the fullest degree possible

### 2. Specific Responsibilities

- a. Supervise and participate in individualized and cluster group instruction of students on an ongoing basis designed to achieve maximum learning possible with the available time, staff and equipment.
- b. Contribute toward the acquisition of expertise by the teachers and the laboratory staff in the art of bringing together the learner and the media
- c. Supervise the students evaluation program, including make up testing and intake reappraisal.
- d. Contribute toward the evolution of a format under which maximum student academic gain can be achieved in the laboratory setting.
- e. Actively undertake designated responsibilities in whatever research effort this A.B.E. program undertakes.
- f. Contribute toward and participate in teacher orientation and staff training experience as scheduled.
- g. Supervise the training of laboratory staff and their maintenance of required records, logs, inventories and guide lines as required.
- h. Prepare required summaries of data and evaluations concerning the operation of the laboratories as required.

### 3. Working Schedule

- a. 5 days / week, 7 hr / day, one evening / week  $3\frac{1}{2}$  hours.

## JOB DEFINITION - LEARNING LABORATORY INSTRUCTION

### GENERAL RESPONSIBILITIES

- a. To assume the accountability for the scope, quality and range of instruction in the laboratory setting for undereducated adults who are reading between total illiteracy and ninth grade.
- b. To utilize all the professional training and experience, in order to create and maintain an instructional environment conducive to maximum growth, stressing:
  1. Sensitivity to individual needs for success
  2. Selection of substitute instruction experience of the students at his point of frustration or impatience.
  3. Govern the learning process with enthusiasm, creativity and a respect for the student's commitment toward learning.

### SPECIFIC RESPONSIBILITIES

- a. For the classes scheduled into the Learning Lab, the Learning Laboratory Instructor shall assist the Learning Lab Supervisor with the selection, distribution and introduction of instructional materials and equipment.
- b. Consult with the A.B.E. Reading Laboratory Supervisor on procedures and methodologies which provide instruction for individuals and groups, through the proper utilization of "Soft" and "Hard" media.
  - c. Participate and contribute to teacher training opportunities through workshop, seminars, and other instructional offering.
  - d. Assist, instruct, and guide classroom teachers in the effective utilization of instructional media in the Learning Laboratory. Provide the classroom teachers with familiarity with the contents, design, techniques of use, range of instruction and testing procedures accompanying each instructional media.

- e. Exchange information with classroom teachers concerning pupil progress in the Laboratory and the classroom, and their adjustment to the Laboratory instructional media.
- f. Working with the teaching lab aide, insure that at the conclusion of each day or evening session, the soft / hard media and the furniture have been returned to their respective positions.

WORKING REQUIREMENTS

- a. Day: 9 a.m. to 2 p.m. -- 1/2 hour lunch ( $4\frac{1}{2}$  hrs)
- b. Evening: 6 p.m. to 10 p.m. - Instructional Hours

## JOB DEFINITION - LABORATORY TEACHER ASSISTANT

### I. RATIONALE

Most Public School Programs today have introduced the practice of utilizing teacher assistants. The goals have been to provide additional staff which could perform routine instructional duties which do not require the highly specialized training of the professional teacher. The supplementary staff can then free the teacher to devote more time to the planning and implementation of instruction.

The School District of the City of White Plains had adopted a policy which authorized the use of teacher assistants. In the day school programs, teacher assistants are utilized in a variety of ways to perform tasks which do not require the specialized expertise of the trained teacher.

For the past two years, the Adult Education Program has utilized teacher assistants as learning laboratory teacher assistants.

### II. PERFORMANCE OF JOB ROLE

Laboratory teacher assistants are an integral part of the educational staff. In the performance of their roles, they are regularly in contact with the student population and they are regularly under the supervision of several members of the professional staff. The nature of their job-role requires that they have considerable sophistication in inter-personal relationship skill. In the selection of employees for these positions, every effort is made to select individuals who more than meet the minimum qualifications. When laboratory teacher assistants are hired, supervisors have the responsibility of continuously screening their performance. This practice ensures that they perform strictly within their responsibilities as outlined in this individual job definition.

#### A. Qualifications - Laboratory Teacher Assistant

1. The capacity to effectively communicate with a disadvantaged adult population.
2. A high school diploma. The rate / hour will be adjusted upward based upon additional years of college not to exceed 4.
3. The capacity to effectively perform instructional tasks, under continuous professional supervision.

## B. Responsibilities

1. Undertake responsibility for the instruction of a cluster or group of students for a portion of a lesson, under the direct and continuous supervision of a professional teacher.
2. Operate a machine which is providing instruction for a specific purpose and time.
3. Assemble and prepare the media needed for instruction.
4. Review with individual students their daily progress.
5. Share with the teacher her opinion of students specific instructional need and performance.
6. Record student data under instructions of professional.
7. Assist with the correction of standardized tests.

## III. WORKING CONDITIONS

### Laboratory Teacher Assistant

- A. State Civil Service Commission regulations have established that teacher assistants as being in the Non-Competitive Civil Service classification and are not required to take Civil Service examinations.
- B. Local District Administrative policy makes mandatory the following regulations:
  1. All personnel in this category shall use time-clocks.
  2. Based on the fact that this category of employees is hired on an hourly basis, they will be paid only for actual hours worked. There is no payment for holidays, vacation time, or short sessions.
  3. There is no provision for sick or personal leave with pay.
- C. Current rate of pay has a \$3.00 per hour base, with adjustments for additional training at the rate of \$.25 per hour for each year of college completed.

## JOB DEFINITION - SUPERVISOR OF INSTRUCTION

1. General Responsibility - to maintain integrity of instruction

2. Specific Responsibilities

- a. Selection, distribution and introduction of instructional and equipment to teachers.
- b. Consult with Director and Guidance Staff on the procedures which make provision for individual differences in learning rates by selective class placement and Teacher Orientation.
- c. Provide for teacher training in both small group and in seminars.
- d. Guide teachers in the utilization of effective class room management techniques.
- e. Provide to all teachers assistance in becoming familiar with the contents of, and the value of teaching from the Curricular Guides as they become available.
- f. Scheduling of assemblies, trips, guest speakers and social affairs.
- g. Follow through with teachers on the various requests for information on attendance, test schedules and pupil information.
- h. Orientation of new and substitute teachers.
- i. Utilizing demonstration techniques: assist teachers in the grouping of students to adapt to new entrants and changing needs of existing students.
- j. Consult with teacher on choices on newly available instructional materials and implement the acquisition thereof.

3. Numbers of hours / day: the equivalent of 4 hrs. / day-4days /wk., and the  $3\frac{1}{2}$  hrs / nite - 3 nites / wk.

Revision #1

7-68

## JOB DEFINITION - CLERK-TYPIST

### I. GENERAL RESPONSIBILITY

Perform general clerical and typing duties for the Adult Basic Education office.

### II. SPECIFIC RESPONSIBILITIES

Types from rough draft of finished copy; types masters for duplication; operates ditto, mimeograph, adding and other office machines; proofreads typed material, answers routine inquiries in person and by phone; distributes mail and maintains files; maintain simple expenditure, receipt, requisition and other types of records, performs a variety of routine clerical tasks.

Candidate must have a good knowledge of business arithmetic and English; working knowledge of office terminology, procedures and equipment, ability to type from clear copy or rough draft at an average rate of speed; ability to understand and follow simple oral and written directions; ability to get along well with others; ability to write legibly and an aptitude for clerical work.

### III REQUIREMENTS

High School graduate or equivalent  
Typing skill: 40 words per minute.

Rate of pay: \$2.40 per hour

Hours: 35 hour week.



## JOB DEFINITION - FILE CLERK

### I. GENERAL RESPONSIBILITY

To maintain the system of recording the data required to support final claims.

### II SPECIFIC RESPONSIBILITY

- a. Extract student attendance from register and record on class test records.
- b. Extract test scores from files and record on class test records.
- c. Make accurate copies of valid copy of class test record from working copy.
- d. Evaluate for accuracy and then complete with a listing - the Albany Registration Forms by project.
- e. Evaluate for accuracy and then complete with a listing - the Demographic Survey Forms by project.
- f. Maintain the active and inactive pupil registration file.
- g. Prepare intake folders and file students folders.
- h. Maintain the drop out file and recruiting census file.

### III JOB SPECIFICS

- a. Part-time 25 hrs. /wk. @ \$1.90 / hr.

Revision #2 7-68

## JOB DEFINITION - FINAL CLAIM CLERK

GENERAL RESPONSIBILITY - To prepare the Final Claims for the Adult Basic Education Program

- I. a. Maintain an on going evaluation of the attendance record and test records systems as maintained by clerical staff.
- b. Supervise the Albany Registration Form File and the quality and completeness of these forms to meet existing standards.
- c. Recording of the attendance, entry, drop-out dates, and 8th grade graduates on the class test records.
- d. Record test results.
- e. Maintain the inventory of tests and provide for recording of them as needed.
- II. a. Prepare the rough draft of the Final Claim Class Test Records including the selection of the eligible and in eligible students based on budget requirements.
- b. Prepare the Albany Registration Forms as required by Claims.
- c. Prepare the Welfare Case Number and Category of lists by class
- d. Prepare and review the (student data) Final Claim for all budgets and the appropriate letters of transmittal.
- III. Job specifics - Four evenings per week @  $3\frac{1}{2}$  hours per night at semi \$4.00 / hr.

## JOB DEFINITION - ATTENDANCE CLERK

- I. GENERAL RESPONSIBILITY - to create and maintain attendance register.
    - a. To block in recycle registers for each class in each budget.
    - b. To institute and utilize a memo system to teachers which would have a check lost for items needing modification.
    - c. To insure that student transfers are shown in both registers.
    - d. To insure that cause of lengthy absences is in register.
    - e. That each dropped student has reason inscribed in register.
    - f. Registers show students entering historically.
    - g. Registers Totals are run at close of use.
    - h. Request of supervisor of instruction that registers are signed by both co-teachers.
  - II. The drop out procedure is regularly supervised.
    - a. Each student both in day and nite classes is referred for home call after 3 consecutive absences.
    - b. Maintain the program drop out chart.
    - c. An up to date record is maintained of each drop out assigned.
    - d. Final disposition is noted in register.
    - e. Our active attendance file reflects accurately dropped and re-enrolled students.
- Hours - one or two hours each day.

## **JOB DEFINITION - REMEDIATION CLASS TEACHER**

- I. GENERAL RESPONSIBILITY** - To participate as a teacher in a class of advanced level students with the specific goal of providing specialized small-group instruction designed to fill existing gaps in learning.

## **II. SPECIFIC RESPONSIBILITIES**

- a. To be familiar with the test analysis of the Stanford Achievement Tests at intermediate and upper levels.
- b. To utilize recent test products for each student and make a detailed analysis of each of the sub-tests in order to identify concepts, understandings and skills which he has demonstrated difficulty with.
- c. To arrange for the class in grouping and with instructional times which will enable students who have common skill and or subject disabilities to be taught in small groups.
- d. To provide for each student a cumulative skill-log which will enable him to see his growth and equip him with a focus for review.
- e. To manage the scope of the diagnostic instruction to assure that subsequent exposures to disabilities that have been remediated provide for an examination of that skill and its proper use.
- f. To create an attitude among the students that each student is matching himself and his achievement product against what he wants it to be.

## **III. QUALIFICATIONS**

- a. A general understanding of what and how elementary subjects are taught.
- b. A good understanding of tests and measurements and a high competence with the remediation of subject disabilities.

## JOB DEFINITION - ABE CLASSROOM TEACHER

### I. General Responsibilities

- A. To maintain a high quality of instruction.
- B. To keep up-to-date all attendance records and student record file.
- C. To utilize the experiences gained in the learning laboratory center with programmed and self-directed materials in the areas of reading with the arithmetic, social living skills and language arts skills of the individual student.
- D. To provide the best climate possible for the periodic two-hundred hour testing cycles. Remind those absent for the test to report to the learning laboratory for make-up testing. Review test result with pupils in order to maintain an attitude of encouragement and desire to improve. Current achievement test data is regularly recorded on the reverse side of the attendance card.
- E. To reinforce counselor's invitation to student that he avail himself of counseling services available.
- F. To share with counselors pertinent data concerning student as observed in classroom setting and from teacher-student relationship.

### II. Specific Responsibilities

- A. Plan the instructional schedule so that maximum individualized or small cluster grouping instruction can take place with the learning laboratory and the classroom.
- B. Plan enrichment activities necessary for the individual and the cluster group within which he/she is operating in the classroom or the learning laboratory. Seek the assistance of the Instructional Supervisor and the learning laboratory Supervisor-Specialist.
- C. Plan the evaluation and progress of each individual student with the Learning Laboratory Supervisor-Specialist in regard to programmed and self-directed media.
- D. Become thoroughly familiar with the use of programmed and self-directed materials while working with the Learning Laboratory Staff.
- E. Introduce each new student to the Learning Laboratory Supervisor-Specialist and Learning Laboratory Aide so that they may prepare for the student the appropriate instructional materials and folders

## II Specific Responsibilities (continued)

- F. Inform the Learning Laboratory Staff of any students that have transferred or have departed from our program.
- G. Become thoroughly familiar with the use of all machines.
- H. Initiate Student Transfer Forms as necessary, thereby substantially contributing to ultimate decision regarding student placement.

## III. Job Requirements

- A. B.A. Degree in education
- B. License in common branches.
- C. Certification in Adult Education (B or C required)
- D. 1. Evening Program - Teach two evenings 3 hours / night  
2. Day program - Teach five days / week 4 hours / day

**Job Definition - Administrative Assistant to the Assistant Director  
of Adult Education for Adult Basic Education**

**I. General Responsibilities**

- a) To prepare detailed work in order that the time of the Assistant Director is limited to a review and a decision.
- b) To supervise the planning, execution, and assembly of all of the attendance, demographic and test data systems.
- c) Supply information and collect data as required at the off campus ABE Class operations.\*

**II. Specific Responsibilities**

- a) Prepare budget modifications.
- b) Arrange logistics for meetings and social events.
- c) Schedule and conduct if directed to; visitors, tours, and meetings.
- d) Supervise the operation of existing data recording systems.
- e) Interpret relevant State and Federal Guidelines on Accountability.
- f) Supervise the administration of and scoring and recording of tests.
- g) Supervise the system for purchasing supplies and its record systems.
- h) Prepare rough drafts of final claims.
- i) Prepare class test record plan, and review its data.
- j) React to requested changes in final claims.
- k) Supervise all attendance systems.
- l) Review periodically all data systems.
- m) Prepare data summaries for Special Reports.
- n) Participate in the creation of new data recording systems.

**III. Requirements**

Functions Performed by Assistant Director of Adult Education for Adult  
Basic Education

Monies

Funding Negotiations  
Budget Preparations  
Budget Approval  
Budget Modifications\*  
Budget Transmittal  
Planning - Funds Staff Space Equipment

Public Relations

Agency Relationships  
Meetings and Graduations\*  
Visitors, tours, and Meetings\*  
Data Collection and Dissemination\*\*  
P.R. Report Writing  
Image Building  
Documentation of Value of Program  
Conventions and Seminars  
Consultant Services to other Ed. Units

Leadership

Communication of Philosophy of Program  
Interpretation of Federal and State  
Guidelines\*  
Creating Policy Statements  
Establishing policy  
Training of Supervisors  
Guiding Direction of Departments  
Fostering Vertical and Horizontal  
Communications\*  
General Staff Orientation

Staffing

Hiring  
Interviewing  
Orientation  
Training  
Supervision  
Recording and Evaluation\*  
Communicating

Instruction

Assigned Work Load  
Reviewing Data on Performance  
Revising Instructional Emphasis  
Reviewing Logistical Services\*  
Creating New Instructional Services  
Curricular Construction  
Formal Training and Orientation  
Communicating

Accountability\*

Plan all Purchasing\*  
Supervise Payroll Preparation and Recordir  
Plan Class Test Record Sets\*  
Review Class Test Record Sets\*  
Plan Final Claim\*  
React to Requested Changes in Final Claim\*  
Supervise all Testing\*\*  
Supervise maintenance of all Attendance  
records\*\*  
Review all Data systems\*\*  
Create New Sata Systems  
Review Attendance Reports\*\*

\*Initial Preparation by Adult Assistant for Assistant Director  
\*Could be performed by Adult Assistant  
\*Could be performed at the request of the Adult Assistant



(continued - page 3)

IV. Working Conditions

- a. \$8500 to start
- b. 35 hrs/wk
- c. Fringe benefits comparable to civil service employees
- d. Position opened immediately

\*The performance of this task at the Westchester County Penitentiary requires a male.

Original 8/25/67  
Revised 2/25/70

## JOB DEFINITION -- OFFICE MANAGER

### I. GENERAL RESPONSIBILITY

- A. To supervise, train, and direct the clerical staff in the accomplishment of the production of the ABE office.
- B. To undertake specific assignments from the Coordinator, assign the tasks, review the work done, assemble the product and report to the Coordinator all details concerning its completion.
- C. To organize, process and document all of the purchases made in the ABE program.

### II. SPECIFIC RESPONSIBILITIES

- A. Meet with the Coordinator daily for a brief review of the work accomplished, and to accept from him new assignments.
  - 1. Typing urgently needed
  - 2. Typing of a routine nature
  - 3. Duplicating service, mimeograph or ditto
  - 4. Clerical tasks of a specific nature
  - 5. General filing
  - 6. Arrangements for visitors
  - 7. Arrangements for special meetings
  - 8. Arrangements for social meetings
  - 9. A review of and an assignment of all requests for clerical services made by any ABE staff.
  - 10. Assignment of telephone answering load
  - 11. All records required for all clerical personnel
  - 12. The reviews and compilation of all time cards, and the personal preparation of the clerical payroll.
- B. Accept personal responsibility for the clerical preparation of:
  - 1. Attendance compilations for rough draft of class test records
  - 2. Route when ready the rough draft of class test records to H. Zacconi for her input on test data and graduates.
  - 3. Assign and review the completion of registers to be created for each project

4. Assign and review the completion of Welfare Category lists and Welfare Category summary for each WE project
- C. Personally manage the petty cash task.
  - D. Personally manage the initial preparation, typing, processing, recording, transmittal and recording of all requisitions.
  - E. Design and manage policy statements to be followed by all staff concerning how the receipt of all goods purchased are to be documented. When breeches of this procedure happen, a written notification is to be made to the Coordinator.
  - F. Organize a file system for ABE office.
  - G. Organize a storage system for ABE supplies.
  - H. Organize a file system and a storage system for yourself.
  - I. Purchase all office supplies and postage.
  - J. Maintain the appearance of the ABE office including:
    1. Bulletin Boards
    2. Clerical desks
    3. Clerical phones
    4. Typewriters covered
    5. Counter
    6. SGI copier supplies and repair.

JOB DEFINITION  
TEACHER, HIGH SCHOOL EQUIVALENCY

General Responsibilities

To participate as a teacher in the educational program designed to prepare adults who are motivated to attain High School Equivalency Diploma.

Specific Responsibilities

- a. Maintain an exchange of information with guidance staff concerning each student.
- b. To attend orientation meetings and staff meetings when required on regular basis.
- c. To conduct the class so as to enable each student's academic needs to be met as completely as is possible.
- d. To work closely with the Supervisor of Instruction and the Supervisor of the Learning Laboratory.
- e. To utilize the curricular guide provided.
- f. To plan lessons and direct the teaching so as to specifically prepare the students to pass the GED examination.
- g. Keep necessary records, and prepare related reports.
- h. Establish and maintain rapport with students needs and aspirations.

Working Conditions

Number of hours 5 hrs day/ 5 days week/ 43 weeks year.

Rate of pay is the Funded Adult Education rate of \$8.05/ hr.

Qualifications

- a. A professional who can be effective in communicating to disadvantaged adults.
- b. A teacher who is interested in this kind of program who is creative and who has ample enthusiasm and energy.
- c. Training and certification in an academic field, preferably English, reading math or social studies.
- d. Successful junior or high school teaching experience - two years minimum.
- e. Specific college courses in teaching methodology relating to high school

Note: C and D required

JOB DEFINITION -BI-LINGUAL GUIDANCE COUNSELOR  
(ENGLISH-SPANISH)

I. General Responsibility

To help create an environment, through guidance and counseling services, in which students may best develop to their fullest potential, both personally and educationally.

II. Specific Responsibilities

A. Conduct scheduled and "as needed" counseling interviews as follows:

1. Intake

- a. Extend a warm welcome; goals and aspirations; describe nature of program and how it is designed to meet student needs; instill confidence needed to undertake reviewed learning experience.
- b. Gather personal data.
- c. Expose to Orthoscope testing to detect possible visual difficulties.
- d. Effect immediate class placement based upon screening device administered to determine approximate reading level.
- e. Personally escort student to classroom; introduce to teachers and classmates.
- f. Encourage student to avail himself of counseling services.

2. Initial Follow-up.

Review with student his class placement and personal adjustment.

3. Progress Interview

Review with student his progress in the program and re-examination of goals.

4. Graduation Interview

Student's next step is discussed and opportunities open to him in higher education or vocational training are explored.

- B. Maintain counselor records of student reflecting personal data, his educational status, short and long-term goals, progress interviews, etc.
- C. Help student identify and solve personal problems which could inhibit educational progress or cause termination in the program, e.g. transportation, child care, emotional stress, job applications, student visas, etc.
- D. Circulate among student population freely to become a familiar figure thereby encouraging students to initiate contact when counseling is indicated.
- E. Share relevant information with teacher and staff concerning student which may be helpful in better understanding him.
- F. Establish and maintaining frequent contacts to report referral agencies by maintaining frequent contacts to report progress of students and provide other necessary requested data.
- G. Attend guidance staff meetings on a regular basis to review existing program practices and procedures, recommend revisions and/or additions for their more effective implementation, and explore new ideas and methods to accomplish goals.

### III. JOB QUALIFICATIONS AND CONDITIONS

- A. Ability to relate to student population comprising primarily under-educated, native or foreign-born adults.
- B. Ability to communicate in the Spanish Language.
- C. Ability to treat confidential data with tact and discretion.
- D. Mature, with insight and perception.
- E. Full commitment to job role.
- F. Bachelor's degree or equivalent; no guidance certification required, though graduate studies and/or experience in social work are helpful.
- G. Full-time \$48.25 per hour 5 days per week

## JOB DEFINITION - ABE FLOATING TEACHER

### I. General Responsibilities

- A. To maintain a high quality of instruction.
- B. To keep up-to-date attendance records.
- C. To utilize the experience gained in the learning laboratory center with programmed and self-directed materials in the areas of reading with the arithmetic, social living skills and language arts skills of the individual student.
- D. To work from lesson plans left by the regular teacher, when functioning as a substitute teacher.
- E. To do curricular related tasks at the discretion of the Supervisor of Instruction.

### II. Specific Responsibilities

Using plans made by the regular teacher:

- A. Carry out the instructional schedule for each individual student, meshing the classroom and the learning laboratory instruction.
- B. Carry out the instructional schedule so that maximum individualized or small cluster grouping instruction can take place with the learning laboratory and the classroom.
- C. Carry out enrichment activities necessary for the individual and the cluster group within which he/she is operating in the classroom or the learning laboratory. Seek the assistance of the Instructional Supervisor and the Learning Laboratory Supervisor - specialist.
- D. When necessary, plan the evaluation and progress of each individual student with the Learning Laboratory Supervisor - Specialist in regard to programmed and self-directed media.
- E. Become thoroughly familiar with the use of programmed and self-directed materials while working with the Learning Laboratory Staff.
- F. Become thoroughly familiar with the use of all lab machines and AV equipment.

- G. Become thoroughly familiar with the use of all media in the classroom.
- H. Head or participate in task forces.
- I. Maintain a current professional library.
- J. Do selected curricular tasks.
- K. Be directly responsible to the Instructional Supervisor.

### III. Job Responsibilities

- A. B. A. Degree in education.
- B. License or teaching experience in common branches.
- C. Certification in Adult Education.



Job Definition    Media Aide

To work under the direct supervision of ABE  
Supervisor of Instruction

I. GENERAL RESPONSIBILITIES

- a) To operate and store and maintain the video tape package in conjunction with educational and public relation functions.
- b) To provide a multi-media presentation for all scheduled visitors.

II. SPECIFIC RESPONSIBILITIES

- part 1.
  - a) Operate the video tape unit as requested.
  - b) Edit, store schedule use of video tapes.
  - c) Maintain video equipment.
  - d) Function as the media team member in video tape projects.
- part 2.
  - a) Conduct tours for visitors as requested.
  - b) Present media overview of the Center using tape and carrousel.
  - c) Prepare tour schedule and conduct it.
  - d) Provide for appointment with relevant staff.
  - e) From self and visitors.
- part 3.
  - a) Work on instructional assignments.
  - b) Contribute to scrips, tapes as required.
  - c) Maintain library of instructional tapes.
  - d) Help maintain ABE instructional library.
  - e) Be responsible for student library.
- part 4.
  - a) Conditions of employment - as specified in District Learning Laboratory Aide regulations.

White Plains Adult Education Center  
Adult Basic Education  
Rochambeau School  
223 Fisher Avenue  
White Plains, New York

Job Definition #51 - Accelerated - Reading Instructor

1. General Responsibility

- A. Under the supervision of the Learning Lab Supervisor, work directly with students, teachers and aides in the Laboratory.

2. Specific Responsibilities

- A. Become familiar with the content of instructional materials and the use of machines and equipment used in accelerated reading. Be familiar with the manuals for each of the instructional media in use.
- B. Establish the program and set the instructional style for accelerated reading classes scheduled into the lab.
- C. Instruct the students in use of media and explain purpose of each machine to student.
- D. Respond to questions from students concerning their adjustment to the materials and in consultation with the Learning Laboratory supervisor, provide substitute materials appropriate to individual needs.
- E. Offer to the adult population information about the value of the accelerated reading program so as to induce them to utilize it to attain the goals they have set for themselves as sophisticated readers.
- F. Maintain detailed graphs and records dealing with the accelerated reading component.
- G. Assist in other vital areas of laboratory functioning when not scheduled with accelerated reading groups.
- H. Assist teachers and students with the location of materials and equipment.

3. Qualifications

- A. B.A. or B.S. Degree or equivalent.
- B. Ability to be flexible under a highly structured setting.

**SECTION III**  
**POLICY STATEMENTS**

WHITE PLAINS ADULT EDUCATION CENTER  
Adult Basic Education

Policy Statement #1b - Non-English Classes - October, 1968

In order to assist staff in the implementation of an optional learning experience for these classes, a series of guidelines are offered here.

1. Eligibility - Students who have as an instructional need "English for Non-English Speaking Adults" and who have had less than an eighth grade education in their country of origin.
2. Initial Screening - All adults who are contacted who wish to be considered for placement in an A.B.E. Non-English class must be referred to A.B.E. Guidance staff who will take brief information and then utilize the Non-English teacher who will talk with the adult to determine his eligibility. If the student is eligible, he is returned to the Guidance staff for the regular intake procedure.
3. Initial Testing - Because of obvious limitations in reading capacity, the administration of a reading test is only to be undertaken if some success is possible. It is recommended that only the word meaning and the arithmetic computation sub-tests be used.
4. Instruction - The basic goals of instruction for these classes are to equip the students with visual, verbal and auditory proficiency in English to a degree that they can be transferred to the regular A.B.E. developmental program. Thus the content of instruction must be almost totally aimed toward the rapid acquisition of the English language skills with stress placed upon spoken language proficiency. Instruction in social living skills and arithmetic are minor goals and should serve only to provide variety and opportunities.
5. Instructional Style - The use of foreign language capacities of the teacher should in general be limited to provide clarification of concepts and establishment of dialogue. Thus the primary content of instruction should be offered in the English language.
6. Media - Teachers of these classes are encouraged to use in their classrooms all relevant materials located in the learning laboratories on a loan basis. Specific media will be purchased for the class upon the teachers recommendation that it is effective for the class.
7. 100 Hour Test Cycles - A class list will be circulated to the Non-English teacher in advance of the date of testing. The teacher is authorized to make suggested levels of tests to be used for each student. The teacher will be determinant of when and if paragraph meaning and or arithmetic reasoning will be utilized for each student. Students who attend on day/week only would not be tested according to the day 100 hour testing schedule, but identified as limited attendees and scheduled to be tested in the laboratory when 100 hour test cycles are scheduled for evening classes.

In view of the need for frequent measurement of students on standardized achievement tests and due to the anxiety concerning their performance, the following test procedures are to be followed:

I. Class Test Data Sheet: This sheet is to be utilized by the teacher within days after the test cycle in counseling each student on his or her progress as measured by:

- a. Stanford Achievement Test Reading and Math scores.
- b. Able Achievement Spelling Test (for day classes only)
- c. Periodic Teacher Prepared Exams.
- d. Class Quizzes (optional for night classes)

The Data on this sheet is to be maintained by the teacher for each student. It is expected that this procedure will provide the student with several indices of his or her performance; guidance counseling on test scores is to be utilized only in extreme cases of dissatisfaction.

II A. The Stanford Achievement Test: This is a standardized examination and the only time it can be brought into contact with the student is during the actual testing session operated under absolute compliance to the manual directions.

b. Able Achievement Spelling Test: Because we are not required to measure our students on standardized spelling tests, we can institute the use of the spelling section of this test according to the manual, score them, and return the test paper to the student for his or her review. The appropriate test manual will be distributed to each teacher who will then administer this test several days prior to the 100 or 200 hours test cycle.

c. Periodic Teacher Prepared Exams: The standardized test does not adequately measure all of the specific reading skills. Therefore, the student is entitled to an index of his or her acquisition of those skills taught in the classroom. The Able Test will be made available to all teachers to provide assistance in the construction of these periodic examinations. Five class days prior to the 100 or 200 hour test cycle date, the teachers are to administer their periodic exam in reading and arithmetic. The actual Able Test is not to be used directly for this purpose, however, test items may be created which are similar to those contained in it.

d. Class Quizzes: A general summary of the student's performance on these weekly measurements will enable him to perceive the relationship between attendance and achievement.

III. Selection of Appropriate Stanford Achievement Test: Some very clear patterns have emerged from the experience that this program has had with achievement test results. With the frequent testing schedule, much care must be taken in the selection of the test level to prevent score fluctuation and student discouragement. The procedure used in selecting test levels, encompasses the range of test scores for each test level and insures an expectancy of success for each student. This procedure, formerly used for reading scores, will now be applied in the selection of arithmetic levels. Thus, in some instances pupils will be exposed to one level of reading and a different level for math.

IV. Implementation of 100 and 200 Hour Testing: A Class test Data Sheet containing previous reading and math scores, test level, and assigned testing centers will be circulated 8 days prior to the test date. Teachers are encouraged to suggest (on a separate sheet) changes in test placement when, in the opinion of the teacher, such changes are warranted.

V. Schedule for Stanford Achievement Testing: \*

DAY	FORM	NIGHT	FORM
January 21	XX	January 14	X
March 18	Y	March 4	Y
June 13	X	May 20	W
September 16	Y	September 19	X

\* N.B. Night classes will be tested every 100 hours: day classes will be tested every 200 hours.

(3)

Policy Statement #2  
ACHIEVEMENT TESTING SCHEDULE

		#1	#2	#3	#4	#5	#6	#7	#8
		TEST DAY							
Night	January 6	January 7	January 16	January 17	January 13	January 14	January 23	January 27	
Day	January 13	January 14	January 16	January 17	January 20	January 21	January 27	January 28	
Night	February 24	February 25	February 26	February 26	March 3	March 4	March 17	March 18	
Day	March 10	March 11	March 13	March 14	March 17	March 18	March 28	March 31	
Night	May 12	May 12	May 14	May 14	May 19	May 20	May 29	June 2	
Day	June 2	June 6	June 10	June 11	June 12	June 13	June 17	June 18	
Day	September	September				September 16			
Night	September					September 17			

#1 Class Test Data Sheet (CTDS) sent to homeroom teacher.

#2 Homeroom teacher administers Periodic Teacher Prepared Exam and records scores on CTDS.

#3 (For DAY classes only) Homeroom teacher administers Class Reading Quiz and records scores on CTDS.

#4 Teacher sends recommended changes in test placement to J. Donovan on a separate sheet of paper and retains CTDS; teacher administers Able Achievement Spelling Test and records scores on CTDS.

#5 List of test administrators and testing centers are distributed to all teachers.

#6 Test administrator gives Stanford Achievement Test to all students listed on Administration List attached to test boxes; each homeroom teacher returns his CTDS to J. Donovan IMMEDIATELY AFTER TESTING.

#7 E. Lethbridge reviews each CTDS for completeness.

#8 CTDS - is returned to the homeroom teacher with current test scores.

(4)  
Policy Statement #2  
PROCEDURE USES IN DETERMINATION OF  
TEST LEVELS

1. The average reading score of the student's most recent Stanford Achievement Test is considered.
2. To insure a conservative test placement, five-tenths (0.5) gain is subtracted from the raw reading average.
3. The resultant score is then used in view of the following 'range chart' to determine the test level to be administered:

<u>TEST LEVEL</u>	<u>SCORE RANGE</u>
Primary I	1.5 - 2.4
Primary II	2.5 - 3.9
Intermediate I	4.0 - 5.4
Intermediate II	5.5

**EXAMPLE:**

Average reading score on previous SAT	2.5
Subtract 0.5 gain	<u>-0.5</u>
Resultant Score	2.0
Test level administered	Primary I



WHITE PLAINS ADULT EDUCATION CENTER  
ADULT BASIC EDUCATION

Policy Statement #3

Custodial Services

November 1968

Rochambeau is probably one of the most fully utilized educational facilities in New York State. The building is staffed with a very able team of custodial employees under the direct supervision of Mr. John Dondero, Head Custodian. It is the goal and the responsibility of the administrative staff to provide all staff with the needed custodial service as expeditiously as possible. The following guidelines are to be followed by all staff:

1. All requests for custodial service are to be routed as follows:
  - a. Teachers - for items within their classroom - Mrs. Serrao
  - b. Laboratory Staff - for items within the laboratory - Mrs. Giuliano
  - c. Clerical Staff - for items within their area of responsibility  
Mrs. Mines.
  - d. Specific requests for use of facilities i.e., gym, library, etc.-  
Mr. Lethbridge
2. All requests are to be explicit as to the kind and scope of service desired, with particular attention to location, time, date and quantity.
3. Under no circumstances are staff to request services directly from individual custodians. In addition, staff are explicitly directed to refrain from reminding custodial staff of services awaiting completion, or in discussing in any manner the quality or timeliness of a custodial service rendered.
4. In the event that any staff member needs to communicate their appraisal of a specific custodial service which has been performed, they are to do so directly with Mr. Lethbridge.
5. These guidelines should enable our custodial staff to perform their normal work load of maintaining a very heavily used building, and as time permits, supply staff with the services which they request.

Policy Statement #4

To: All ABE Clerical Staff

From: E. Lethbridge

All Civil Service employees are required by the local district to operate within a previously established schedule of hours with definite starting times and definite ending times.

It is obligatory on the part of all Civil Service Clerical employees to utilize the cards and the hours that are punched on them, to represent regular, accurate compliance with each person's schedule. Each employee must manage her working hours in such a manner that she punches in and out within fifteen minutes of her starting and ending time.

This is required so that the Accounting Department of Education House will not be paying additional overtime which raises two problems for the Administrative Staff, 1) Utilization of monies in budgets, 2) imparting of a working pattern difference, with hours in excess of the previously established work schedule for each employee.

Employees are urged to pay close attention to this in order that clerical employees of the Adult Education Center project the image of a staff that is complying with a clearly defined working schedule.

Attached is a staff roster with their schedule. In order to clearly portray to Education House any irregularities in a given working schedule, the following procedures are offered as a guide:

- 1) An instance where an employee works less hours in a given week than she is regularly scheduled, the reason must be clearly written on the time card. Advance authorization must be obtained from Elliot Lethbridge for any hours in excess of her regular schedule.
- 2) The same procedure would be used for an employee's
  - A. Vacation
  - B. Illness
  - C. Personal Business

In instances where Civil Service employees have a question which requires classification of items outlined in this memo, Please contact Rose Grosskopf.

Policy Statement #4

WHITE PLAINS ADULT EDUCATION CENTER  
Adult Basic Education

<u>Name</u>	<u>Number of Hours Per Week</u>	<u>Hours</u>
Delores Mines	<u>41</u>	9:00 - 4:30 daily 6:00 - 9:00 2 nites
Joan Baulieu	19½	9:00 - 1:00 2 days 9:00 - 12:45 3 days
Helen Zacconi	25	9:30 - 3:00
Louise Coble	35	9:00 - 4:30
Delores Mosley	35	9:00 - 4:30
Dorothy Kelly	35	9:00 - 4:30
Nora Zilembo	35	9:00 - 4:30
Josephine Traber	27½	9:00 - 3:00
Grace Solano	20	11:00 - 2:30

## POLICY STATEMENT #5

There are many aspects of the environment at our school which have been carefully calculated to adjust to the unique needs and capacities of adults. The informal atmosphere of few bells, few rules and a generally permissive philosophy do in fact contribute to the ease with which our adult students render a new and difficult educational setting. There are two areas which must be controlled if they are to continue to exist as privileges.

- I. SMOKING - The practice of smoking in the halls and the cafeteria is to remain in force as it does not represent a litter problem because adequate ash trays are available in both places. Smoking in classrooms will be allowed under only the following circumstances.
  - A. Smoking in the classroom is permissible only at the regular break period and at the lunch period.
  - B. That the smoking members of the class undertake to supply their own ash trays for their individual use, and that they further exercise pressure on their fellow smokers to empty and store their ash trays at the end of each class session.
  - C. In instances where this privilege is abused by an individual class, and the results of smoking becomes a litter problem, the privilege will be revoked for that particular class.
- II. EATING IN THE CLASSROOM - In general, students are expected to eat their lunch in the cafeteria. The practice of eating in classrooms must be restricted because of the fact that food crumbs on the floor are ground into the floor finish and the obvious fact that vermin are drawn to food.

For students who find the trip from their classroom to the cafeteria a difficult one, we will set aside one room on the first floor \*-225- and one room on the third floor -323- in which eating will be permitted only if the following rules are regularly and scrupulously observed.

  - A. All utensils be cleaned daily and stored daily.
  - B. All supplies of instant coffee are stored daily
  - C. All paper bags, cups and wrappings be discarded in the plastic lined receptacle provided.
  - D. No hot meals of any kind are brought into the room.
  - E. The coffee making facilities are shared with students from other A.B.E. classes on the same floor if they provide their own supplies and observe the rules listed here.

## POLICY STATEMENT #6

### LAB STAFF, SUPERVISORS AND CLERICAL STAFF-WORKING CONDITIONS

I have long been impressed by the dedication and enthusiasm with which A.B.E. staff have pursued their duties, In every sense I am proud of your individual and collective contributions in tact, sensitivity, enthusiasm and plain hard work which have, in major part, made our program such an outstanding one. This has always been a busy place to work, and historically there has rarely been time to eat lunch in a proper manner. The time for us to exercise the required self-discipline which will enable each of us to eat a regular meal in the cafeteria. Therefore, effective immediately will you please list with Mrs. Mines the time when you plan to eat lunch in the cafeteria. I believe a schedule can be created which will allow the various vital responsibilities to be covered and still permit each of us to relax just a bit while we eat. We might even find time to talk of "cabbage and kings and other things" while we take 30 minutes away from our desks.

Elliot Lethbridge

## POLICY STATEMENT #7: TELEPHONE USAGE

Good public relations is vital to our survival in Adult Education. The image that we project as an educational unit directly proportionate to the contact that people have with us. This contact falls into two categories, the in-person reception that visitors and potential students experience when they phone. The importance of the rotation of the makers of the hundreds of phone calls to this Center should be continually kept in mind, as it is an integral part of our public relations.

Some guidelines are offered for Adult Education staff who use the phone regularly in the hope that a high quality "Phone Image" can be projected by all.

### I. FOR USE IN MAKING OUTGOING CALLS

- A. Be certain that when you initiate an outgoing call that you press an unlighted button on your phone, the lighted ones are already in use.
- B. In the event that your phone conversation is interrupted by someone "not" following (a) above, state that the line is already in use - in the hope that the person who has interrupted will obtain an unused line.
- C. When informed of an incoming call, as a precaution against picking up the wrong extension, do not begin talking immediately. Pause for a brief moment making sure that someone else is not speaking. Then begin your conversation.

### II. FOR USE IN RECEIVING CALLS

- A. Be certain that you know the intercom number you are going to dial is the correct one for the person you want to reach in the building.
- B. Press the (LSIGH) button down, it is the last one on the right on your phone.
- C. Be certain that when you dial, you allow the plastic dialing ring to return to its original position before you dial the second intercom number.

(2)

Policy Statement #7

III FOR THE CLERICAL STAFF WHO ANSWER PHONES ON THE SCHEDULE

- A. Answer all calls promptly.
- B. In asking a caller to wait, say, "Will you please hold the line, while I get the information," or "Will you please hold the line, I will ring Mr. \_\_\_\_\_'s line." Wait for the caller's reply. When you return to the line, thank the caller for waiting. If it will take time to get the information, offer to call back.
- C. If a call has been transferred to any member of staff, and if the intercom is being used, asking it impossible for you to transfer the call, be sure to inform the caller, that the line is busy and would they like to (a) hold the line, (b) leave a message, or (c) call back. Should the caller wish to hold the line, get back to him at near intervals to give him the assurance that he has not been forgotten, and also to give him the option to call back.
- D. ABE calls should be screened by the clerical ABE staff. Many times, the caller is interested in another program at Woodlawn. In this case you explain that Mr. \_\_\_\_\_ of Lanpower or Mrs. \_\_\_\_\_ of Adult Education will be able to help them, then transfer the call.
- E. The screening of calls for the ABE supervisory staff can relieve them of routine questions, thus enabling them to be able to utilize their time more efficiently. Such calls as welfare inquiries as to attendance and / or enrollment; appointments to be made by checking staff appointment calendars or books. If staff has a visitor or student in his/her office take the message from the caller or ask them to call in a short time.

WHITE PLAINS ADULT EDUCATION CENTER  
ADULT BASIC EDUCATION

March 13, 1969

POLICY STATEMENT #8

ATTENDANCE CARDS

Attendance cards are the documents used to compile the registers for our program. Therefore, it is extremely important that accurate attendance records be kept. As teachers in this program the responsibility rests with you.

Each teacher receives two envelopes: One for cards of present students and one for absent students. The Guidance Assistant uses the absence cards as the source of her telephone contacts and the need for recruiter home visits.

Marking Attendance Cards

Attendance Cards						
Wk. of	M	T	W	Th	F	Total
2/17	/	/	/			0
2/24						2*
2/17	/		/			3
2/24						5*



This represents an absence



This represents being present

\*2 and \*5 These represent the total attendance for the week of 2/24

Use a pencil when marking cards

All day teachers plus Wednesday and Thursday night teachers are responsible for totaling the attendance for all students in their classes.

Attendance envelopes for day students should be in the office by noon- for night students by 8:30 /p.m. Should a student enter after the envelopes have been turned into the office, please change his card when signing out for the day.



## POLICY STATEMENT #9

### TEACHER ASSISTANTS AND TEACHER AIDES

#### I. Rationale

Most public school programs today have introduced the practice of utilizing teacher assistants and/or aides. The goals have been to provide additional staff which could perform routine duties which do not require the highly specialized training of the professional teacher. The supplementary staff can then free the teacher to devote more time to the planning and implementation of instruction. A decision to add teacher assistant, and/or teacher aides to any educational program requires consideration of the salary and training expenses for the additional staff. This additional cost to any program can only be justified if there ensues a direct, measurable and continuing positive impact upon the quality of instruction.

The School District of the City of White Plains has adopted a policy which authorizes the use of teacher assistants, and teacher aides. In the day school program, teacher assistants are utilized in a variety of ways to perform tasks which do not require the specialized expertise of the trained teacher. Teacher aides are utilized to perform clerical and record-keeping functions which do not require the judgement or training of a teacher.

In the Adult Education Program, teacher assistants have been productively utilized as guidance assistants and as Learning Laboratory assistants. Teacher aides have been valuable in performing the roles of Learning Laboratory aides.

#### II. Performance of Job Role

Teacher assistants and teacher aides are an integral part of the educational staff. In the performance of their roles, they are regularly in contact with the student population and they are frequently under the supervision of several members of the professional staff. The nature of their job-role requires that they have considerable sophistication in interpersonal relationship skills. In the selection of employees for these positions, every effort is made to select individuals who more than meet the minimum qualifications. When teacher assistants and teacher aides are hired in a specific job category, all supervisors are charged with the responsibility of continuously screening their performance. This practice ensures that they perform strictly within their authority and responsibilities as outlined in the individual job-definitions. In

Policy Statement #9

order to maintain a harmonious working relationship between professional staff and teacher assistants, and teacher aides, it is essential that both clearly understand their respective roles, obligations, and responsibilities. As a basis for guiding the performance of these positions and their relationship to that of the professional teacher, the following chart is provided:

A. Qualifications

1. A minimum of a Baccalaureate degree, preferably in the field of education. Graduate courses or degree if possible.
2. Demonstrated competence in the area of teaching.
3. Sufficient teaching or related experience in order to assume all professional responsibilities.
4. The capacity to effectively communicate with a disadvantaged adult population.
5. A high school diploma and a minimum of one year of college. The rate/hour will be adjusted upward based upon additional years of college not to exceed 4.
6. The demonstrated ability to effectively perform instructional tasks, under continuous professional supervision.

X	
X	
X	
X	X
	X
	X

B. Responsibilities

1. Continuous professional growth via university courses, workshop conferences, ABE teacher training and other study and reading.
2. Evaluate the daily needs and performance of students.
3. Participate in discussions with other professionals on the plans for meeting the needs of students.
4. Contribute toward the creation of curricula guides.
5. Evaluate instructional media.
6. Create the long range plans for classes of students.

X
X
X
X
X
X

Policy Statement # 9

	TEACHER	TEACHER ASSISTANT
7. Maintain a daily lesson plan indicating the work of each student.	X	
8. Evaluate and record the achievement of students.	X	
9. Provide shifts in instructional content in order to make provision for individual.	X	
10. Manage and control the classroom.	X	
11. Introduce and sum up daily lessons.	X	
12. Contribute toward staff planning and changes in total instructional program.	X	
13. Provide training and regular supervision of student teachers, volunteer aides, and teacher assistants.	X	
14. Undertake responsibility for the instruction of a cluster or group of students for a portion of a lesson, under the direct and continuous supervision of a professional teacher.	X	X
15. Operate a machine which is providing instruction for a specific purpose and time.		X
16. Gathers the media for instruction.		X
17. Review with individual students their daily progress.		X
18. Share with the teacher her opinion of students specific instructional need and performance.		X
19. Record student data under instructions of professional.		X
20. Assists with the correction of standardized tests.		X
21. Maintain the instructional materials in their proper location(s).		X
22. Maintains the instructional seating arrangement for individual students, cluster or groups.		X
23. Assists with maintenance of learning laboratory files for professional and student use.		X

Policy Statement #9

III. Working Conditions

Teacher Assistant and Teacher Aides

- A. State Civil Service Commission regulations have established that teacher assistants and teacher aides as being in the Non-Competitive Civil Service classification. They are not required to take civil service examinations.
- B. Local District Administrative policy makes mandatory the following regulations:
  - 1. All personnel in this category shall use time-clocks.
  - 2. Based on the fact that this category of employees is hired on an hourly basis, they will be paid only for actual hours worked. There is no payment for holidays, vacation time, or short sessions.
  - 3. There is no provision for sick or personal leave with pay.
- C. Current rate of pay has a \$3.00 per hour base, with adjustments for additional training.

May 7, 1969

POLICY STATEMENT #11 - STUDENT DISCIPLINE

I. Rationale

During the four years of operation of this program, there have been very few incidents of student behavior which have required administrative action. The quality of instruction and the management skills of the staff are the major factors in maintaining this low frequency.

The goals of this program are to provide a learning environment which is totally conducive to enabling adults to invest in themselves through learning and/or job training. Instructional staff have the greatest degree of daily contact with students and therefore should be aware of the procedures to be followed in the very infrequent incidents when student's behavior is disruptive.

II. Disruptive Behavior

- A. A vital part of the learning experience for disadvantaged adults in an adult education setting can be the gradual acquisition of sophistication in interpersonal-relationship skills. The teacher has a direct impact on this shift in behavior on the part of the student as the degree of trust is built between the student and the teacher.
- B. In instances where a student behaves in a manner which negatively effects the individuals in the class, the teacher should undertake to utilize the wide variety of techniques within her repertoire which will enable the student to see the value of modifying his behavior. In instances where this technique is not fruitful and the student's misbehavior is frequent, the following procedures are to be followed:
  1. Teacher record on a confidential basis a brief description of the incident noting date, time, and place. If these instances continue and if in the judgement of the teacher, additional resources should be brought to bear on the problem, immediate referral should be made to the guidance staff.
  2. Counseling service provided by ABE guidance staff should undertake to gather the relevant facts from teacher and student. Individual counseling with the student will be undertaken to determine the scope and intensity of the student's behavior. Every effort will be made by the guidance counselor to act in support of the teacher's goal to reduce or eliminate the negative behavior.

## Policy Statement #11

(2)

- C. In the event that counseling either with ABE guidance and/or other agency counseling staff if they are involved in the student's educational or training project is not successful; the case is to be referred to the director of the program for a case conference.
- D. A case conference will review all the facts and arrive at a disposition of the case. The range of the dispositions could be:
  - 1. Change of student's class - if practical
  - 2. A modified student schedule
  - 3. A temporary suspension\*
  - 4. Exclusion from the program\*

### III. Conclusion

All instructional staff are encouraged to utilize the procedures outlined in this policy statement. In the interests of maintaining an instructional program of maximum intensity, no student shall remain in class when his behavior precludes instruction.

- \* A complete review of the case by the Director of Adult Education and the Office of the Superintendent of Schools would be required prior to this action.

## POLICY STATEMENT #12 REGISTRATION PROCEDURES

Adult Basic Education policy has always been one of open enrollment for all adults in need of upgrading their basic skills in education. Consequently, there has always been a flow of students who are auditing either a class or the lab, part or full time, as their needs require, some of whom are not officially registered.

Students are referred to us by any number of services other than outside agencies, i. e., Manpower Development Training, Adult Education Office, friends, etc. Students often infiltrate a class or the lab without complete intake procedures. This is essential for the purpose of documenting information or locating a student in case of an emergency.

It is therefore imperative that each new student be referred to the Guidance Department of Adult Basic Education and the following records be completed:

1. SAR Card
2. Registration Card
3. Test Record Card
4. Attendance Card

## Policy Statement /14 Demonstration Laboratory

I. Rationale: The past three years experience in Adult Basic Education make possible the following observations about the learning laboratory:

- A. A wide variety of high interest, adult oriented, sequentially organized programmed, self-directed and machine oriented instructional systems has been assembled.
- B. Ample portions of the media have been purchased, analysed, and instructionally tested in the laboratory.
- C. A basic pattern of instruction with selected media for under-educated adults have proved effective and appealing. This pattern has been tested for three years and has subsequently been modified based on actual student use so that it now constitutes a high intensity developmental reading program.

## II. Results:

- A. Illiterate adult students enrolled in Adult Basic Education classes have clearly demonstrated that they:
  - 1. Universally react favorably to the plan of receiving one hour of lab instruction and three hours of class instruction.
  - 2. Attendance is statistically higher, reading gain is higher, student interest is greater, drop-outs are more inclined to return, new enrollees are dramatically impressed with the aura of the lab when they first see it.
- B. Teacher's reaction to the schedule which enables her class to attend a laboratory one hour daily has been positive, as it has provided:
  - 1. An opportunity to examine in depth a wide variety of media which is appropriate to the instructional grade level range of her class.
  - 2. Enables them to observe on a first hand basis how the laboratory specialist analyses the instructional needs of a class and separates the class into clusters.
  - 3. Permitted her to become quite familiar with the specific teaching style unique unto a specific kind of media.
  - 4. Consult with Laboratory Specialist concerning specific selection of media to meet individual student instructional needs.



Policy Statement #14

III. Re-enforcement in the Demonstration Laboratory: In order to provide additional instruction in reading (word meaning and paragraph reading), the Demonstration Laboratory will be used to re-enforce the high intensity instruction offered each student, one hour per day in the learning laboratory. The following structured plan is offered:

A. Materials to Be Used- This media is to be selected for its appropriateness for each class level. (Phased-out of the Learning Laboratory)

1. S. R. A. Reading Laboratory Kits
2. S. R. A. Reading for Understanding Kits
3. McGraw Hill Programmed Reading
4. Barnell Loft Series
5. California Test Bureau Programmed Reading Series
6. Teacher directed activities of the Educational Developmental Laboratories.
  - a. Tach X Pre - Post Lessons
  - b. Go Books
7. Michigan Language Series

B. Materials Used in the Classroom

1. New Practice Readers
2. Be A Better Reader
4. Readers Digest
5. Reading for Meaning
6. Step Up Your Reading Power
7. Increase Your Vocabulary

C. Form of Teacher Training in the Demonstration Laboratory

1. While the teacher's class is under instruction in the learning laboratory, the Instructional Supervisor will work with each teacher. The teacher training will begin with the Basic and Primary Teachers.
  - a. Teacher and Instructional Supervisor will work (one-on-one) with each of the materials the teacher is expected to use effectively.
  - b. Instructional Supervisor will demonstrate for the teacher the use of the material(s) with the teacher's students.

Policy Statement #14

- c. Classroom teacher will demonstrate to the Instructional Supervisor how well she has mastered the skills with her class while in the laboratory.
- 2. Instructional Supervisor will demonstrate how the students  
8 (in any given class) can be clustered for instruction in
  - a. Programmed
  - b. Self-directed
  - c. Traditional materialsso that the clusters can be maintained while classroom instruction takes place.
- 3. Instructional Supervisor will demonstrate how the
  - a. Curriculum Guide (grid) is to be used
  - b. Federal Guide in Reading
  - c. Educational Developmental Laboratories Manual and other manuals which apply to each set of instructional materials
  - d. Teacher's Guide
- 4. Instructional Supervisor will demonstrate how she expects each classroom teacher to maintain the following:
  - a. Attendance Cards - all information necessary to have on attendance cards
  - b. Student Action Folders
  - c. Intake Summary Form
  - d. Inventory of Classroom Instructional Materials
  - e. Student's Evaluation Progress Charts
  - f. Procedures for correlating a student's progress in the classroom and the learning lab.

Policy Statement #14

D. Scheduling of Classes into the Demonstration Lab - Possible Plans

1. Analysis of regular school day

- a. 9:30 - 2:00  $4\frac{1}{2}$  hour day,  $\frac{1}{2}$  hour for lunch 15 minutes for break
- b. 1 hour in learning laboratory
- c. 1 hour each day to be devoted to Social Living Skills or mathematical skills.
- d. 45 minutes demonstration lab
- e. 1 hour in classroom
- f. English as a Second Language classes will use Demonstration Laboratory on Fridays.

2. Demonstration Laboratory Teacher Training Schedule

Primary I

Level Teacher

Mrs. Jefferson

9:30 - 10:30 class is in Learning Laboratory

9:30 - 10:30 Mrs. Jefferson working with Mrs. Serrao in Demonstration Laboratory

12:30 - 1:15 Mrs. Jefferson's class goes to Demonstration Laboratory

10:30 - 11:30 Basic Teacher's class in Lab

10:30 - 11:30 Basic Teacher's work with Mrs. Serrao

1:15 - 2:00 Basic Teacher's class comes to Demonstration Laboratory

Policy Statement #15

MEMORANDUM

TO: Mr. S. Goplerud

FROM: Elliot Lethbridge

RE: Full-time Student Program at the Adult Education Center for Resident Aliens

An alien who is residing in this country who wishes to meet the eligibility requirements of the Immigration authorities and obtain a student visa must:

I. 1. Requirements

- a. Be assured of support while resident in USA (Form 120 + \$25.00 fee).
- b. Not be employed.
- c. Complete form 1-506 and receive the approval of this form by the Immigration authorities and signed by the Superintendent of Schools.
- d. Be continuously in attendance at a "full-time" school which constitutes twenty-hours of instruction in class.
- e. Application for change of status from visitor to student (Form - 120)

2. Eligibility for School

- a. An alien who has had less than an eight grade education in his country of origin, can be enrolled in the Adult Basic Education Program which meets regularly for 20 hours each week.
- b. An alien who has had less than an eighth grade education in his country of origin, can be enrolled in a specially scheduled program at the Adult Education Center.

II. \*Special Schedule

Day	Learning Laboratory	Mon, Wed	9:30 - 10:30	2 hrs.
Day	Day Americanization	Mon, Wed	10:30 - 2:00	6 "
Day	Thursday Class	Thurs.	9:00 - 2:00	4 "
Evening	Americanization I.	Mon, Wed	7:00 - 9:00	4 "
Evening	Americanization I.	Tues, Th.	7:00 - 9:00	4 "

Total 20 hrs.

## Policy Statement #6 - High School Equivalency Program (GED)

Rationale - The close working relationship between the A. B. E. staff and WIN teams have made a High School Equivalency Preparation Class (GED) available for all clients referred by the Director of the WIN Program, Mr. Henry Heil. The A. B. E. staff constitutes resources to provide services in support of ultimately enabling as many WIN-GED trainees to earn a High School Equivalency Diploma in as short a period as possible.

### The GED Examination

#### A. Eligibility

1. New York State residency is required.
2. Every applicant must be 21 years of age or older on the date of examination, with the following exceptions:

An applicant who is between 16 and 21 is also eligible to take the examination and to receive a diploma if:

his last attendance as a regularly enrolled student in a full-time school program of instruction was at least 1 year before the date of his examination. His application must be accompanied by a Certificate of Withdrawal (Form DET 603A).

#### B. Application

Application procedure. Each applicant is required to fill out each item of information requested on the application form and submit the application and the fee in person to the principal (or the counselor) of the nearest high school. At that time, the applicant must sign the application in the presence of the principal (or counselor).

The principal (or counselor), after he has inspected the information entered on the application form and has checked, in particular, the personal identification and signature of the applicant, will certify the application by signing his name in the place provided. The principal will then send the application and the fee to the center at which the applicant wishes to be tested. Do not send applications or fees to the State Education Department.

Fee. A fee of \$6.00 is required in the form of a bank check or money order, made payable to the State Education Department, Albany, New York 12224. The fee must be attached and forwarded with the application to the testing center, not the Education Department. Cash must not be submitted, since the Department will not be responsible for any loss.

## Policy Statement #16

### C. The Examination - Content

The 5 GED tests are administered in 10 hours, usually over a two-day testing period. Two hours are permitted for each of the 5 tests. The date of the first day of the testing period is listed in the testing schedule. It should be noted that, although most examinees will have enough time to finish each test, the amount of time allowed is strictly limited.

The 5 tests of the battery cover 5 subject areas usually found in the high school curriculum:

1. The test measuring ability to use correct punctuation, spelling, grammar, and vocabulary.
2. The test in social studies measuring ability to read and interpret correctly passages in history, economics, and world events.
3. The natural science test measuring ability to interpret passages dealing with the different aspects of scientific principles encountered in everyday life.
4. The English literature test measuring ability to interpret passages of prose and prose and poetry.
5. The test in general mathematics measuring ability to use the fundamentals of arithmetic, such as are taught in a high school general mathematics class -- also including questions dealing with elementary algebra, geometry, and modern mathematics.

### D. The Examination - Passing Standards

The maximum standard scores attainable on GED are approximately 75 on each individual test and a total of about 375 on all 5 tests in the battery. On some parts of some forms of the examination as few as 20 percent correct responses are equivalent to a score of 35. In general, if the students answer between 40 and 50 percent of the questions on each of the tests correctly, they will pass any of the current forms of the GEDT.

The minimum standard scores required in New York State on the GEDT for issuance of a New York State High School Equivalency Diploma are a score of 35 on each of the 5 tests, and a total of 225 on all 5 tests in the battery.

### E. WIN Referrals for GED Class

In the interests of providing for each client the best educational placement, the staff at Rochambeau are prepared to offer:

1. Comprehensive testing of any candidate in order to insure placement in an instructional class which is carefully designed to provide success in academic areas and rapid

Policy Statement #6

growth ensuing from learning.

2. Upon contact with and approval of the WIN counselor, the staff can provide test data on an immediate basis for any client for whom placement is being considered.
3. The following criterion based upon several years of experience seems to set standards which will insure reasonable opportunity to benefit from a specific class placement.
  - a) Minimum Criterion for placement in a High School Equivalency class -
    - 85
    - Stanford Achievement Intermediate II 7.5 average reading and average math scores, with no more than 1 year difference in the sub-test scores.
      1. e.: Reading (Word Meaning & Paragraph Meaning)
      - Math (Arithmetic Computation & Arithmetic Application)
    - New York State Reading Competency Exam 65%
    - Local District Arithmetic Exam 65%
  - \*\*b) Minimum criterion for approval of High School Equivalency examination application
    - Stanford Achievement Test - advanced form - Language arts and average reading and average math scores of 8.5 with no more than 6 months difference in sub-test scores.

F. Retesting

State regulations specify that an applicant may retake the GED Tests at any time after the first testing. A period of 12 months must elapse between all testings after the second testing. This requirement may be waived upon written application to the Department, for reasons satisfactory to the Commissioner of Education. The procedure for applying for retesting is the same as for the original testing, and a fee of \$6.00 is required. It is expected, though it is not mandatory, that an applicant for retesting should have furthered his educational development through additional study before retaking the tests. A different form of the tests is used each time an applicant is tested.

\*All enrolled GED students who have compiled 75 hours of instruction will be tested every 8 week/block of time as of November 24, 1969.

\*\*Some criterion can be waived upon the recommendation of the teacher and the approval of the director.

11/69  
Revised 3/70

# POLICY STATEMENT #17 -- TESTING FOR 8TH GRADE DIPLOMAS

- I. Rationale -- Students who enroll in the A.B.E. program have as an immediate goal the acquisition of an 8th grade diploma as soon as it is possible to attain one. The services provided by this program should indicate the opportunity to take the exam as early as possible.

Effective immediately the following procedure shall be implemented:

1. All test manuals and keys shall be permanently deposited with Mrs. Zacconi.
2. The criterion for being allowed to take the 8th grade test shall be:
  - a) Stanford Achievement Intermediate II -- reading and arithmetic average scores of 7.5
  - b) A minimum of 7.0 on paragraph meaning and 7.0 in arithmetic
  - c) Teacher's judgement as to student's general functioning level
  - d) Guidance interview with student to review the opportunity.
3. Mrs. Zacconi shall, on the same day which any student's test is scored which meets the criteria in 2 a & b above, notify in writing, Mrs. Wolfe.
4. Mrs. Wolfe shall designate a counselor to meet the next day that the student is present, to prepare her for exam readiness and arrange a scheduled test for that day.
5. Mrs. Zacconi will administer the reading test first, score it and inform guidance of the results.

## II. Additional procedures which apply to GED candidates who could be A.B.E. candidates for 8th grade and WIN designated GED applicant:

1. If the candidate becomes a graduate of 8th grade, and sets a goal of enrollment in GED
  - a) Administer remainder of the Intermediate II Battery, score and give to GED teacher
  - b) Within 10 days administer the advanced math\* (arithmetic applications and arithmetic computations), paragraph meaning and language and record
  - c) Note all GED testing will only be on the paragraph meaning, language, the two math sub tests from then on. The advanced SAT will be used
  - d) After application for GED exam is submitted, administer remaining battery of Advanced test last taken (sam booklet) and give results to teacher.

\* This score is to be used as initial score for all GED students.



December, 1969

## POLICY STATEMENT #19 - DEMONSTRATION LABORATORY

**Rationale** -- With the wide variety of instructional media currently used in the Learning Laboratories, the growing expertise in the use of the media is located in the Learning Laboratories. As specialized techniques are evolved and field tested in the Learning Laboratory for specific media, there exists a clear need for a system to provide for the transfer of these skills to the classroom teacher. The high intensity instruction in the Learning Laboratory will be enhanced when supportive and reenforcement learning experiences are offered to the same students in the classroom.

**Goal** -- To provide specific training in the art of utilization of a given media on an intensive basis.

**Procedure** -- The Supervisor of Instruction has the responsibility for the integrity of instruction in the classroom, and has the required intimate knowledge of the media due to her involvement with the Learning Laboratory Supervisor. All training for a specific teacher shall take place in the Demonstration Laboratory under the Supervisor of Instruction. A choice is made of a media which is relevant to the classroom teacher's grade level range. The teacher's class is scheduled into the Learning Laboratory while the teacher is involved in the initial Demonstration Laboratory experiences.

### DEMONSTRATION LABORATORY SEQUENCE

- |                                                                                                             |                                       |
|-------------------------------------------------------------------------------------------------------------|---------------------------------------|
| 1. Analysis of class achievement test scores and attendance patterns - establish clusters of instruction .. | Teacher<br>Supervisor of Instruction  |
| 2. Intensive study of content of media and manual .....                                                     | Supervisor of Instruction/<br>Teacher |
| 3. Preparation of the instructional plan .....                                                              | Supervisor of Instruction             |
| 4. Execution of plan = teacher observes .....                                                               | Supervisor of Instruction             |
| 5. Review of the plan and its execution .....                                                               | Teacher/Supervisor of Instr.          |
| 6. Teacher prepares instructional plan .....                                                                | Teacher/Supervisor of Instr.          |
| 7. Teacher executes instructional plan ... ..<br>Supervisor of Instruction observes.....                    | Teacher/class                         |
| 8. Review of plan and its execution .....                                                                   | Teacher/Supervisor of Instr.          |
| 9. Teacher executes plan, Supervisor of Instruction audits .....                                            | Teacher/class                         |

(Continuation)

December, 1969

POLICY STATEMENT #19 -- DEMONSTRATION LABORATORY

10. Teacher takes plan and media to classroom  
for regular use

11. Execution of plan with media is observed  
periodically ..... Supervisor of  
Instruction.

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Revised Nov. 1970

POLICY STATEMENT #20 - ACHIEVEMENT TESTING DATES

Stanford Achievement Advanced Stanford Achievement Int. II Stanford Achievement Int.

WIN-ABE WIN-GED	Form	All Other Day Classes	Form	ABE Night Classes	Form
August 25, 1970	Y	September 22, 1970	W	December 2, 1970	Y
October 27 1970	W	December 8, 1970	X	March 2 1971	W
December 16 1970	X	February 23, 1971	Y	May 11, 1971	X
February 23, 1971	Y	May 19, 1971	W		
April 28, 1971	W	August 5 1971	X Summer Attendees	July 7 1971	X
June 23 1971	X	July 7, 1971	W Summer Attendees	August 18 1971	Y
August 25, 1971	Y	August 18, 1971	X Summer Attendees	September 7 1971	W
October 21 1971	W	September 14, 1971	X		

NOTE: This test schedule is to be followed carefully. Intensive make-up efforts are to be made the following two days.

## Policy Statement #21 - Class Test Record Preparation

**Rationale:** Staff involved must make every effort to produce a complete CTR Package in the next 2 week period following a project ending. The following check list is furnished to provide a working schedule.

Project Description \_\_\_\_\_

Project Ending Date \_\_\_\_\_

### Part I - Predevelopment

Task	Tentive deadline date	Actual deadline date	Performed By	Initial
1 Record initial test scores	30 days		H. Zacconi	
2 Prepare CTR Check list & master Regis	10 days		E. Leth	
3 Summarize 100 hr. attend. on att. card	9 days		B. Gruber	
4 Record dropped, late entry, etc.	6 days		B. Gruber	
5 Record test scores on attendance card	End of budg.			

### Part II - Register preparation

6 Record 8th grade test scores on attendance card	+1		H. Zacconi	
7 Record completers on attendance card	+3		B. Gruber	
8 Summarize 200 hr. attendance on attendance card	+4		B. Gruber	
9 Review student quotas	+5		E. Leth	
10 Inscribe students into regis. from envelope	+6		Clerical	

### Part III - Class Test Record Prep.

11 Assignment of attendance cards to CTR	+7		E. Leth	
12 List students on CTR	+8		J. Baulieu	
13 Inscribe attendance, test date	+10		J. Baulieu	
14 Inscribe left, etc. complete form	+10		J. Baulieu	
15 Prepare ADC student list	+10		J. Baulieu	
16 Prepare Project Summary Sheet	+10		J. Baulieu	
17 Complete test gain in Rdg and Math	+11		J. Baulieu	
18 Review CTR Package with E. Lethbridge	+11		J. Baulieu	
19 Type CTR Package	+13		J. Baulieu	
20 Prepare ARF Summary Sheets	+12		J. Baulieu	
21 Assemble and Mail CTR Packages	+13		J. Baulieu	
22 Store register and attendance card	+13		J. Baulieu	

## POLICY STATEMENT #2 - REQUEST FOR CLERICAL SERVICES

**RATIONALE:** Our clerical staff, under the direction of the Office Manager constitutes the most vital section of the ABE Program. They manage to complete all the varied tasks requested of them as promptly and efficiently as possible. In order that some systematic approach to the requests for clerical services be initiated, the following procedures will be initiated immediately and followed regularly.

### I. Sequence of Services

*A. Ongoing operation of ABE office	Priority 1
B. Unanticipated services Assistant Director	" 2
**C. Supervisors advance requests for services	" 3
D. Staff with special needs or responsibilities	" 4
***E. Supervisors requests for immediate services without advance notice.	" 5
***F. Staff requests for immediate services without advance notice.	" 6

II. Staff and supervisors are urged to examine their respective job assignments and with great care establish anticipated clerical service. Such service should be briefly described in writing with its date and an estimate of its volume. Route these requests to the Office Manager.

III. All clerical service needs are reviewed by the Office Manager and the Assistant Director on a daily basis. The clerical work for the day is established after a review of requests and priorities are assigned.

\*Routine tasks of reproduction and replication, etc.

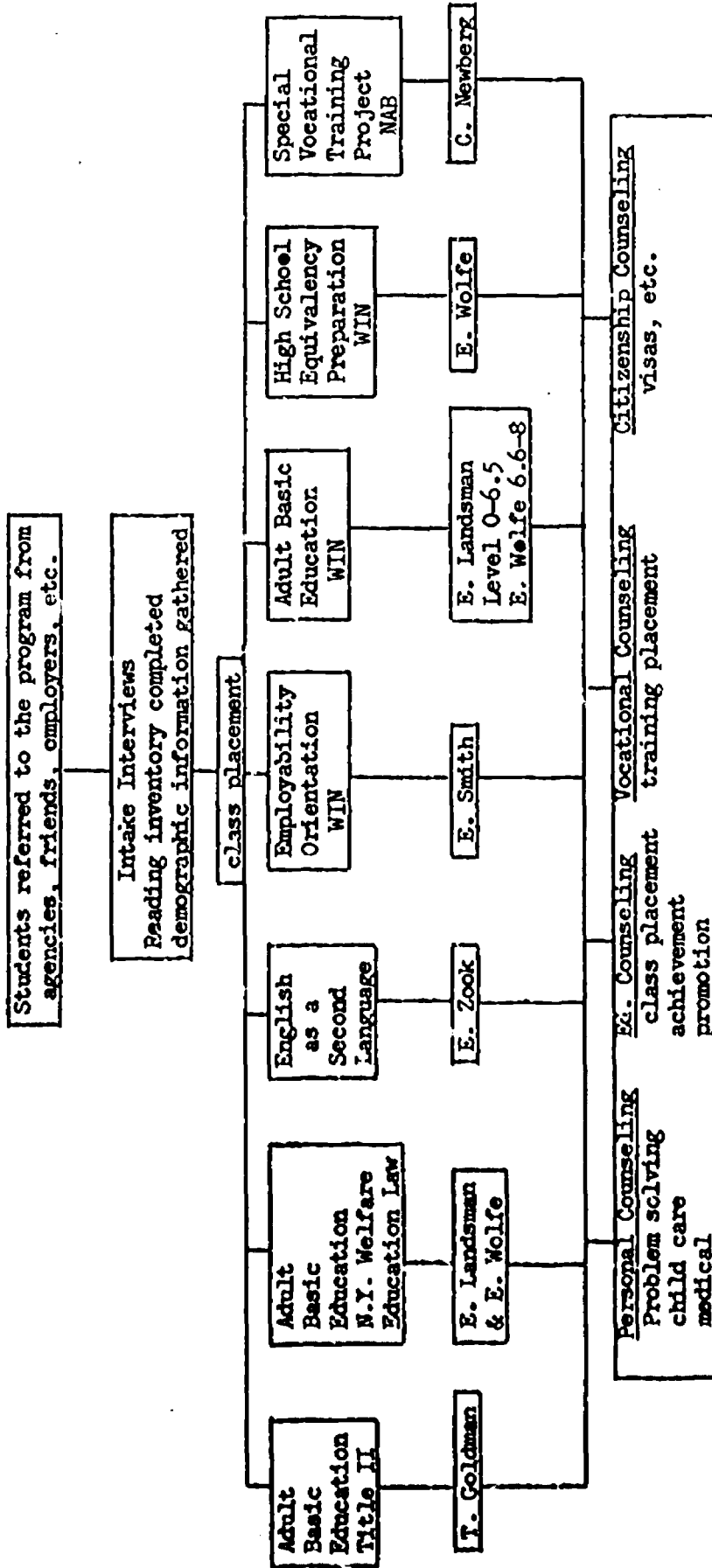
\*\*See Item II. As much advance notice as possible is essential for effective planning. A calendar covering the periods of January through June and July through December should be inspected when staff are preparing advance request for service.

\*\*\*The items will receive a low priority and will require an in-person justification to the Assistant Director to receive a better priority.

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POLICY STATEMENT #26 - ORGANIZATIONAL CHART - ABE GUIDANCE - ROCHAMBEAU



NOTE: Counseling case loads are assigned to student populations to meet unique needs of the specialized goals and comply with funding regulations of the specific budgets.

POLICY STATEMENT 1/27

ACHIEVEMENT TESTING FOR \*ESL STUDENTS

RATIONALE: In order to provide a basis for determining academic growth, the following criteria will be used for selecting E. S. L. candidates for standardized testing:

1. All E. S. L. students will be periodically tested in Math Computational Skills.
2. Students, whom the teacher seems to be at a high communicative level, \*\*are to be tested in reading on a Primary I test in both Word Meaning and Paragraph Meaning. These students shall also be given the math sections as administered to traditional ABE classes.

\*English as a Second Language.

\*\*A student who is close to the point of transfer into traditional ABE class (1/4 month leeway), based on teacher's judgement.

POLICY STATEMENT # 23 - PROMOTIONAL SEQUENCE GUIDELINES

Students Tested!	Administration	As scheduled for 100 hr. and 200 hr. dates.
Tests scored and recorded on H.R. lists showing sub test scores as well as average scores.	M. Zaccanti	Scores recorded on attendance cards and other data record systems.
All students scores reviewed to establish listing students who could be promoted based on new scores.	A. Sorrao	The quota of student promotions is established for each H.R. in order to maintain optimum class size according to instructional level of H.R.
# of 8th grade graduates		
# of transfers to H.D.T.		
# of transfers to H.A.B.		
funds to establish new Home Room.		
A final selection of the student quota from the listing of students potential promotees.	H.R. Teacher	Teacher's opinion of demonstrated academic growth and readiness for the next instructional level, combined with the recent test scores determines which students on the listing of potential promotees shall fill the H.R. promotion quota - This list is finalized.
Teacher may recommend a test for a student with less than 30 hr. in 100 hrs. or indicate no test.		
Decision to promote is reviewed with student.	Guidance	Acceptance of the promotion is obtained from each student to be promoted.
Student and class are appraised of new H.R. makeup.	Teacher and Guidance	Appropriate remarks about students according to goals they strive for can be made
New students are introduced to new teacher and H.R.	Guidance and Teacher	All records are adjusted based on the student transfers.

NOTE: Student transfers for promotion can be initiated by any A.B.E. Staff at any time.



POLICY STATEMENT #33 - COMPLETER DATA COLLECTION SYSTEM.

- I. RATIONALE - The ABE program at this Adult Education Center provides a variety of educational services to trainees. Experience has demonstrated that adults who initially enroll in one part of the program often undergo shifts in self-perception and subsequent modifications of the short-term goals they possessed upon enrollment. This process often results in guidance supported-trainees made judgements to transfer from one program to another. In all instances, this transfer has been made possible by the combination of self-revelation and solid educational gain.
- II. NEED - It is essential for the documentation of trainee progress that the program operate an efficient system of recording each success point of each trainee.
- III. CRITERIA - Effective immediately all guidance staff are to utilize the available "completer" cards in any of these instances.
  1. Completion of the 4 week WOU courses.
  2. Enrollment of any WOU trainee into any program at Rochambeau
  3. Any trainee receiving a reading score of 6.0 or more = 6th grade certificate.
  4. Any trainee receiving an 8th grade diploma.
  5. Any trainee enrolling in any NAB project.
  6. Any trainee who enrolls in a GED class.
  7. Any trainee who takes GED exam, or who passes or fails it.
  8. Any trainee who is known to have enrolled in a training project outside of Rochambeau.
  9. Any trainee who is known to have entered part or full time job.
  10. Any trainee enrolled in ILLT.
  11. Any trainee permanently dropped from any of above programs.
- IV. PROCEDURE.
  1. The Guidance Counselor is to complete the "completer card" and staple it to the attendance card and place in the attendance envelope.
  2. Staff who process Class Test records are to note each trainee who has a completer card, and then detach the completer card and route to clerical.
  3. Clerical is to file completer card in permanent file.

POLICY STATEMENT #34

EMPLOYABILITY ORIENTATION CLASSES (WOW)

Subject: Rules of operation of WOW classes

Internal Use

In the new 1970-71 school year to open and operate WOW classes, we should respect the following rules:

1. The number of student should be 11 in each section to start.
2. We will open new section, A.M. and P.M. each Monday according to the above mentioned number of the newly enrolled students.
3. We will not open a second Monday section, unless there are at least 6 additional new students (over the 11 in the first section). In case the number of students are insufficient to open a second section; we will place them in the first section.
4. If the total number is students for the initial Monday section is less than 6, we will open that Monday section.
5. There will be no need for the overlap of students from one to another section. The students should complete the section in which they started.
6. The transfer of students from one teacher to the other in A.M. or P.M. classes with the same starting date will be possible only in the first 3 days before our CE-4021 report to Albany is mailed.
7. If students for any reason must be transferred from a A.M. or P.M. section or vice-versa (in section with the same starting date) after the 3rd day of the section openings, the original attendance card transferred to the new teacher should not be changed, corrected but left with the same original data. The counselor who made the transfer should replace the original card with a new one writing with red pencil the name of the previous teacher, the student's name, the WOW mark, the starting date of the section and under the name of previous teacher the name of the new teacher at:
8. Counseling by WHI team, an interrupted WOW student can be placed back in the WOW program to complete any specific week (no. 1-2-3-4)
9. If a student interrupted a section but returned again for some following section, we should consider this student as a newly enrolled with new attendance card
10. All the teachers are requested to fill out correctly the set index cards, marking regularly the daily attendance to put on the cards all the necessary marks (WHI-WOM, AM-PM) the welfare abbreviations ABC, HR and keep all the cards in their envelopes.

Thank you for your kind cooperation.

Sincerely,  
Francis Simonfay

## EMPLOYABILITY ORIENTATION CLASSES (WOW)

### POLICY STATEMENT #34

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4. If the total number of students for the initial Monday section is less than 6, we will open that Monday section.
5. There will be no need for the overlap of students from one to another section. The students should complete the section in which they started.
6. Counseling by WII team, an interrupted WOW student can be placed back in the WOW program to complete any specific week (no.1-2-3-4)

Thank you for your kind cooperation.

Sincerely,

Francis Simonfay

WHITE PLAINS ADULT EDUCATION CENTER  
ADULT BASIC EDUCATION

POLICY STATEMENT #35 - PAYROLL PROCEDURE

RATIONALE - There has existed for many years an administrative effort to accomplish the prompt and accurate payment of all staff. The nature of the funding of this program is completed and thus strict procedures must be utilized in order to assign staff to the various sections of some 20 budgets in a year's time. The growth of the program to its present size, and the resultant increase in the number of staff employed has necessitated the creation of these procedures. All staff are urged to familiarize themselves with these procedures, and to follow them.

STEP I - Professional Staff are assigned specific working schedules, which are, on occasion modified by verbal authorization of Supervisors. The sign-in sheets in the ABE Office should always reflect the actual daily working hours of each employee. These sign-in sheets are valid records of staff-time worked. It is imperative that staff sign in and out according to the current work schedule assigned by the Supervisor.

STEP II - Professional Staff should complete a time-sheet for each payroll period showing the hours worked for each day of the two week pay period. These time-sheets are to be given to the appropriate Supervisor prior to the deadline date listed on the schedule. Time-sheets received after this deadline will result in a two-week delay in receipt of salary for that period.

STEP III - Each Supervisor shall review the time-sheet in order to check it with both the verbal authorized schedule and the sign-in sheet of each staff member. The supervisor will authorize paid holidays, sick leave days and personal leave days. Each supervisor will maintain a cumulative record of such days used for each of the staff under her supervision. Supervisors

will show initialed approval of each time-shoot for each employee.

STEP IV - Supervisors are responsible for transmitting the total time-shoots to the secretary of the ABE conductor by the date due.

STEP V - On the day that pay checks are received, they will be reviewed by Mr. Boirne for accuracy and promptly delivered to the appropriate supervisors for their distribution to their staff.

STEP VI - All phoned or in-person questions concerning pay checks shall be handled by Mr. John Boirne of the ABE accounting section.

SUPERVISORS

E. Landsman	Day and Evening Guidance Professionals
H. Giuliano	Day and Evening Laboratory Professionals
	Day and Evening Learning Laboratory
	Teacher Assistants
	Laboratory Task Force
A. Sorrao	Day Teachers
	Evening Teachers
	Instructional Task Force
J. Boirne	Fiscal Controller
	Accounts Clerk
	Administrative Assistant
D. Mines	All Clerical Employees
	Day and Evening
	All Penitentiary Staff
	Recruiters

Adopted 2/9/70

WHITE PLAINS PUBLIC SCHOOLS

HEALTH POLICY OF THE WHITE PLAINS BOARD OF EDUCATION  
Including Policy on the Use and Possession of Drugs and Narcotics.

Preserving the safety and protecting the health and general welfare of individual students and of the student body on school property and/or at and during school sponsored activities are the legal and moral responsibilities of the Board of Education.

A. Therefore, this Board of Education authorizes and instructs the Superintendent of Schools and his designees to:

1. Establish administrative procedures for identifying individuals whose health appears to be a typical or to pose the possibility of contagion, infection or other adverse effect upon any member of the student body;
2. Establish procedures for removing such individuals from contact with other students until a professional medical opinion as to the state of their health can be obtained; and
3. For cases where professional medical opinion indicates that absence from school and school activities is advisable, establish applicable regulations and procedures governing the condition and the duration of the required absence.

The terms, "a typical" health and "other adverse effect upon any member of the student body" shall be construed to include any student whose appears to be using or to be under the effect or influence of any hallucinogen, deliriant, amphetamine, barbiturate, narcotic drug marijuana or any other substance which it is illegal under the laws of the State of New York to sell and/or possess and/or consume.

B. It is expressly prohibited by this Board of Education that any person or persons carry, be in possession of, use, purvey or place anywhere, on Board-owned premises and/or at and during school sponsored activities any dangerous drugs or implements associated with their use, as defined in the New York State Penal Law.

This Board of Education empowers and instructs the Superintendent of Schools and his designees to establish administrative procedures for immediately removing students found in violation of this Board regulation from the company of other students, through temporary detention in the health office, principal's office or other place, or through temporary dismissal from school.

The Board of Education further empowers and instructs the Superintendent of Schools and his designees to establish administrative procedures which would, at the discretion of the Superintendent or his designees, provide also for the suspension of such students under Section 3214, Subd. 6, of the State Education Law which authorizes board of education to invoke suspension upon a minor: "1) who is insubordinate or disorderly, or whose conduct otherwise endangers the safety, morals, health or welfare of others; 2) whose physical or mental condition endangers the health, safety or morals of himself or of other minors; ..."

Students in violation of this section of this policy shall have noted upon their permanent records the cause and duration of any suspension resulting from the violation.

## WHITE PLAINS PUBLIC SCHOOLS

### ADMINISTRATIVE REGULATIONS

Implementing the Health Policy of the Board of Education as it applies to the Use and Possession of Drugs and Narcotics.

In carrying out Sections A and B of the Health Policy adopted by the White Plains Board of Education on February 9, 1970, the following procedures will be used:

#### CATEGORY I

##### THE STUDENT SEEKING ASSISTANCE ON HIS OWN INITIATIVE

1. When a student has contacted a person in whom he confides, the confidant should counsel the student to confer with school personnel (physician, guidance counselor, social worker, psychologist), an appropriate alternative referral agent in the community (private physician, personnel of the Cage Teen Center or similar community resources), and/or his parents.

In the event that the student decides not to confer with anyone else and does not want to inform his parents, the confidant should continue to counsel the student to get him to seek professional assistance and to confide in his parents. Also, the student must be made aware of the problems involved, under both Board of Education policy and the law, in the use, possession or sale of drugs.

2. In the event of a student conference with personnel of one of the above-mentioned resources, the resource person should counsel the student to inform his parents or guardian of the situation while in the presence of a counselor.

If the student refuses to consent to personally inform his parents or to have them informed, the person counseling the student should continue to exert efforts to have the student decide to inform his parents or guardian of the situation.

3. In the event of a conference with the student and his parents or guardian it should be suggested that the parents or guardian take steps to have the student participate in counseling sessions with private professional personnel (physician, social worker, psychologist), or an appropriate resource in the community (Cage Teen Center or similar community resources), and to have a physical examination to determine his health status.

In the event that the parents refuse or delay decision about the recommended counseling session and/or physical examination, the person conferring with the parents or guardian should continue to counsel them to seek professional assistance.

4. Periodic reports should be submitted to appropriate school personnel during the time the student is participating in counseling sessions with any non-school agency. Reports concerning significant progress and/or deterioration should be sent directly to appropriate school personnel.



## CATEGORY II

### THE STUDENT IN APPARENT CONTROL OF HIS ACTIONS

1. If a student is suspected of drug use and/or possession, the principal or his representative will be notified immediately.
2. The principal of the school, or his representative, after observing the student, will determine whether or not he wishes to confer with the student. If he does, he will request the student to remain with him for a conference.
3. After the principal, or his representative, has observed and/or conferred with the student, he will use his discretion in taking further action. Such action might include: requesting the student to go to the school physician and/or nurse for a health examination, summoning the school nurse and/or physician, requesting a conference with the parents or guardian, or referring the student to appropriate community and/or school personnel for further consideration and consultation.

If community resources other than school resources are involved, the parents or guardian should be notified as soon as possible.

4. In the event the physician suspects drug usage, the principal or his representative, will contact the parents of the student to arrange for a conference. (This conference should be arranged immediately if possible.) The student will be detained in an in-school suspension site until after the parent conference or the close of the school day.

Among the alternatives which may be used by the principal or his representative are the following:

- a. Suggest to the parents that an appointment be made with a member of the school staff to secure appropriate assistance for the student. This school person would be responsible for working with the case and for keeping the principal or his representative informed.
- b. Continue the investigation of the case with appropriate follow-up procedures.
- c. If other alternatives fail, suspend the student, and notify the parents in writing that the suspension will continue until the case has been referred to the Superintendent of Schools for review. As a part of the Superintendent's review, a study of the student's record will be made and school personnel -- teachers, physicians, social workers, psychologists, counselors -- who have known the student will be contacted for information and suggestions regarding possible sources of help for the student. These might include private care, referral to the Teen Center Program or similar community resources.

If a Superintendent's hearing is held, the parents and student will be expected to be present. At this time, recommendations will be made to the parents regarding help available to the student. These may include home instruction or assignment to an educational program away from the school in which he is enrolled. At the time of the Superintendent's review, the person in the school system who is to be responsible for following the case will be designated; this person will keep the principal and the Director of Personnel Services informed regarding the status of the case.

### CATEGORY III

THE STUDENT DISPLAYING SYMPTOMS TO A DEGREE NECESSITATING REFERRAL TO A SCHOOL NURSE AT THE REQUEST OF EITHER SCHOOL PERSONNEL OR THE STUDENT.

1. First aid will be administered by the school nurse. The school physician will be notified and the student detained until the school physician can make an examination of the student.
2. If the observation of the school physician indicates suspicion of drug use the principal will be notified.
3. The principal, or his designated representative, will contact the parents of the student and request that they come to school immediately for a conference.
4. Parents will be informed that the student is to be kept out of school until the circumstances surrounding the incident can be further investigated. Parents should be encouraged to seek medical examination of the student by their physician.
5. If a diagnosis of drug use is made, the parents are to be notified in writing that the student is suspended and that the case is being referred to the Superintendent of Schools for review. The student will be withdrawn from regular class attendance, and specific provision will be made for his instruction until after the Superintendent's review.
6. As a part of the Superintendent's review, a study of the student's record will be made and school personnel -- teachers, physicians, social workers, psychologists, counselors -- who have known the student will be contacted for information and suggestions for possible sources of help for the student. (These might include private care, referral to Cage Teen Center Program or similar community resources.)
7. A Superintendent's hearing will be held at which time the parents and student will be expected to be present. At this time recommendations will be made to the parents in regard to where help may be obtained for the student and they will be informed as to what educational opportunities are to be made available to the student. These may include home instruction or assignment to an educational program away from the school in which he is enrolled.
8. At the time of the Superintendent's review, the person in the school system who will be responsible for following the case will be designated. Following the Superintendent's hearing with the parents, this person will assume responsibility and will keep the principal and the Director of Pupil Personnel Services informed regarding the status of the case.

#### CATEGORY IV

THE STUDENT DISPLAYING SYMPTOMS TO A DEGREE NECESSITATING EMERGENCY TREATMENT: (i.e., UNCONSCIOUS OR NEAR UNCONSCIOUSNESS: IN NEED OF A PHYSICIAN'S ATTENTION AND TRANSFER TO A HOSPITAL.)

1. First aid will be administered and an ambulance called when necessary by a school nurse or designated representative with immediate notification of a school physician and/or a hospital physician and the parent or guardian of the student. The parent or guardian of the student will be informed and requested to come to the school or go to the hospital, whichever is indicated.
2. The school principal will be notified of the observations of the school and/or hospital physician.
3. If there is suspicion of drug use, the school principal, or his representative will contact the parent or guardian to arrange for a conference and to request that the student be kept out of school until the circumstances surrounding the incident can be investigated.
4. If a diagnosis of drug use is made, the principal will notify the parents in writing that the student is suspended and that the case is being referred to the Superintendent of Schools for review. The student will be withdrawn from regular classes, and special provision will be made for his instruction until after the Superintendent's review.
5. As a part of the Superintendent's review a study of the student's record will be made, and school personnel -- teachers, physicians, social workers, psychologists, counselors -- who have known the student will be contacted for information and suggestions for possible sources of help for the student. (These might include private care, referral to Cage Teen Center Program or similar community resources.)
6. A Superintendent's hearing will be held at which time the parents and student will be expected to be present. At this hearing, recommendations will be made to the parents in regard to where help may be obtained for the student and they will be informed as to what educational opportunities are to be made available to the student. These may include home instruction or assignment to an educational program away from the school in which he is enrolled.
7. At the time of the Superintendent's review, the person in the school system who is to be responsible for following the case will be designated. Following the Superintendent's hearing with the parents, this person will assume responsibility and will keep the principal and the Director of Pupil Personnel Services informed regarding the status of the case.

## WHITE PLAINS PUBLIC SCHOOLS

### ADMINISTRATIVE REGULATIONS

Implementing the Health Policy of the White Plains Board of Education as it applies to communicable diseases.

Education Law Article 906 states that a pupil showing signs of any contagious or infectious disease shall be excluded from school. It further states that the "medical inspector shall examine each pupil returning to school without a certificate from the health offices of the city . . . or the family physician after absence on account of illness or from an unknown cause."

The following procedures are to be followed in cases of contagion:

#### Exclusion From School

Following our usual procedures when children become ill in school, the parents are notified and requested to call for the child. Children should remain in the health room until they leave the school building.

#### Notification of Contagious Disease

In the elementary schools a form entitled "Notification of Contagious Disease" is sent home whenever the school nurse is notified of a physician's diagnosis of a contagious disease within the classroom.

#### Re-admission to School

1. Re-admission to school following illness from a contagious disease is to be determined by the child's physical condition rather than a specific number of days following the onset of the illness.
2. When a school nurse is on duty she should see the child before he returns to the classroom. When the nurse-teacher is not on duty the person designated to act in her place should see the child. If there is any question as to the child's condition the nurse-teacher should be consulted. Children returning to school after a contagious illness should not be sent home by a school secretary.
3. When a child presents a note from the family doctor stating that he is ready to return to school he should be admitted unless the nurse-teacher feels that his condition is such that he may be a health hazard to other children. In this event she should notify the school doctor who will make the decision.
4. When a parent calls to report that the physician has said that the child is ready to return to school, the nurse-teacher should try to determine whether the physician has seen the child or whether the parents have obtained the opinion by phone. If the nurse-teacher feels that the child should not be re-admitted and the parents question this recommendation, the child should be kept in the health room and the school doctor notified.

WHITE PLAINS ADULT EDUCATION CENTER  
ADULT BASIC EDUCATION

September 2, 1970

POLICY STATEMENT # 39  
PROCEDURES FOR NEW AND TERMINATED EMPLOYEES

RATIONALE - The large number of employees presently on staff combined with additional arrivals to facilitate a growing program, necessitate a centralized personnel procedure.

Effective immediately, the following procedures are provided for staff to follow without exception.

NEW EMPLOYEES

- I. 1. Immediately upon the decision to hire any new employee, the Supervisor shall introduce the new employee to the Director of Adult Education and to the School Office Manager, Mrs. Ellen Ditoro.
2. The new employee will complete the following forms:
  - a. Registration Card - photocopy for ABE file
  - b. Application - photocopy for ABE file
  - c. W4 Form
  - d. Adult Education Form
3. The Adult Education Office Manager will prepare and transmit the Board appointment letter and the appropriate memo to Education House.

TERMINATED EMPLOYEES

- II. 1. Written notification of termination be provided in advance by the ABE Supervisor to the Adult Education School Office Manager.
  - a. ABE Supervisors Assignment of Employees
    1. Mrs. Serrao - all teachers including Penitentiary
    2. Mrs. Giuliano - all Lab staff including Teacher Assistants
    3. Mrs. Mines - all clerical employees

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ERIC Clearinghouse

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on Adult Education